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From the President

I am pleased to present the 2005-2006 *Fact Book* as the definitive source of Georgia Southern University information. This document chronicles the University's progress over the past year as we continue toward fulfillment of Georgia Southern's Strategic Plan, which is included as an appendix.

This is a special time of reflection, as we observe the first 100 years of Georgia Southern's service. It is unlikely that this institution's founders, its pioneering educators, or the early students who walked our campus could have foreseen what we've become. I do believe, though, that the information in this *Fact Book* should evoke great pride in where we are today and a great sense of possibility in contemplating what's to come in the University's second century.

The academic caliber of our student body has never been higher. The expansion of our services benefiting the people and economic development of our region, state, and beyond has never been greater. Our classification as a national doctoral-research university by the Carnegie Foundation for the Advancement of Teaching is a credit to the commitment of our faculty and student body to academic distinction.

This edition of the *Fact Book* offers a multitude of information on a diverse array of topics. How big is Georgia Southern? What are the demographics of our student body? Where do our alumni live and work? What is our impact on the local economy? How does Georgia Southern compare with other institutions within the University System of Georgia? The data clearly document our ever-growing strengths and progress.

I hope you will find the 2005-2006 *Fact Book* a useful reference as you learn more about Georgia Southern University.

Sincerely,

Bruce Grube
President

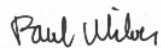
From the Editor

This sixteenth edition of the Georgia Southern University Fact Book provides a point of reference for your convenience. It is based on Fall census data and where appropriate fiscal year data, as well as historical data in selected cases.

In addition to the general information about Georgia Southern University, its history and its progress, this book provides data on our students, faculty and staff, and services.

Many people on campus offered their time, expertise, and information in the preparation of this document. It could not have been completed without their support.

Any comments or suggestions for the improvement of this document are welcome.



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Table of Contents

From the President	1
From the Editor	2
2005 - 2006 Year Highlights	6-8
Summary of Facts - Fall 2005	9
General Information	
Profile of Georgia Southern University	10
Mission Statement	11
Vision Statement	11
Administration	
The University System of Georgia	12
The Board of Regents	13
Regents' Central Office Staff	13
Georgia Southern University Organization	14,15
Georgia Southern University Organization Chart	16
Past Presidents	17
Admissions	
Admission Standards	18
College Preparatory Curriculum Requirements for Freshman Admission, Fall 2005	18
Applications for Admission, Fall 2004 & Fall 2005 classes	19
Beginning Freshmen Applications Accepted and Accepted/Enrolled	19
Distribution of SAT Scores for Fall Term Beginning Freshmen	20
Average SAT Scores of Beginning Freshmen compared to University System Four-Year Institutions and State/National Averages	21
Average Composite SAT Scores of University System of Georgia Beginning Freshmen - 4 Year Schools	22
Georgia High Schools of Beginning Freshmen, Fall 2005	23
Undergraduate In-Transfer Students, Fall Terms	24
Enrollment by Country of Citizenship, Fall 2005	25
Enrollment by State of Residence, Fall 2005	26
Enrollment by Georgia County of Origin, Fall 2005	27,28
Fall Term Growth History	29
Head Count Enrollment	
Enrollment by Classification, Fall Terms	30
Enrollment by Load Type, Fall Terms	30
Enrollment by Race & Gender, Fall Terms	31
Full Time Equivalent (FTE) Enrollment, Fall Terms	32
Enrollment by Age, Fall 2005	32
Enrollment by Residency Type, Fall Terms	32
Enrollment by College, Degree, and Major, Fall Terms	33-42

Credit Hours Production

Credit Hours Produced by College and Fiscal Year	43
Credit Hours Produced by Level, Fall Terms	44
Credit Hours Produced by College and Level, Fall 2005	44
Average Class Size by College and Course Level, Fall 2005	44

Retention and Graduation Rates - Fall Term, First Time, Full Time Freshmen

Fall Term Retention and Graduation Rates	45
1st Year Retention by Race and Gender, Fall 2004 Cohort Returning Fall 2005	45
Graduation Rate by Race and Gender, Fall 1999 Cohort	45

Enrollment Comparisons, University System of Georgia

Headcount, Equivalent Full Time, and Full Time Status	46
Enrollment by Class Level, Fall 2005	47
Credit Hours Produced Annually, Fiscal Year	48

Academic Programs

Georgia Southern University Accreditations	49
Degrees and Majors Authorized by College	50,51
Degrees Conferred by College and Fiscal Year	52,53

Division of Continuing Education and Public Service 54-56

Engineering Studies Program 57

Student Related Information

Institutes and Centers	58
Student Financial Aid Summary, 2004 - 2005 Academic Year	59
Student Organizations	59
Career Services Summary by Academic Year	60
Student Housing, Fall 2005	61

Alumni Association

Officers and Executive Committee	62
Alumni Relations Office Staff	62
Eagle Club Presidents	63
Alumni by State	64
Alumni by County	65,66

Athletics 67

Faculty and Staff Information

Faculty Profile - All Faculty, Fall 2005	68
Faculty Profile - New Faculty, Fall 2005	69
Full Time Faculty, Fall Semester	70
Full Time Instructional Faculty by Age, Rank, and Tenure, Fall 2005	71
Full Time Instructional Faculty by Gender, Rank, and Tenure Status - Academic Year 2005 - 2006	71
Full Time Faculty Years of Service by Gender and Rank, Fall 2005	72

Full Time Faculty Rank by College, Fall 2005	72
Full Time Faculty Rank Distribution by Fall Semester	73
College of Business Administration Faculty, Fall 2005	74
College of Education Faculty, Fall 2005	75
College of Health & Human Sciences Faculty, Fall 2005	76
College of Information Technology, Fall 2005	77
College of Liberal Arts & Social Sciences Faculty, Fall 2005	78
College of Science & Technology Faculty, Fall 2005	79
Library Faculty, Fall 2005	80
Academic Services Faculty, Fall 2005	81
Full Time Faculty Tenure Profile by College & Department, Fall 2005	82
Graduate Faculty by Rank & Gender, Fall 2005	83
Average Salary by Rank & College, Fiscal Year 2006	83
Faculty Research Grants, Fiscal Year 2006	84
Faculty Awards for Excellence	85
Full Time University Employees by Classification, Fall 2005	86
Staff Awards of Excellence	87
University Finance	
Education and General Expenditures (E&G), Fiscal Years (FY) 2001 - 2006	87
E&G Expenditures by Function and Object, FY 2006	87
E&G Expenditures by Object, FY 2001 - 2006	88
E&G Expenditures by Function, FY 2004 - 2006	88
E&G Revenue by Source, FY 2001 - 2006	89
Grants and Contracts	
Awards to Faculty for Scholarly Activity by Fiscal Year	90
Source of Funds for Faculty Awards, Fiscal Year 2005	91
Cost of Attendance - Semester Tuition and Fees for Full Time Undergraduates - Fall 2005	92
Georgia Southern University Foundation	
Fund Balances by Fiscal Year	93
Library Statistics	94
Facilities	
Physical Facilities Inventory as of Fall 2005	95-97
Room Use as of Fall 2005	98

Appendix - Georgia Southern University Strategic Plan.

2005 - 2006 Year Highlights

SATs, enrollment continue upward trend. For the eleventh consecutive year, the average SAT score of Georgia Southern's freshman class was up, rising this year to 1098 – an 18-point jump from fall 2004 and well above the national average. Of the 18 four-year institutions in the University System, Georgia Southern is the only one to report such an increase in every fall since 1995. The University also enjoyed a record enrollment with 16,646 students in fall 2005. It was the fourth consecutive year enrollment has reached a new high. The University opened the new academic year with some brand-new physical facilities, including Eagle Village, the largest residence hall on campus. Constructed at a cost of \$25 million, Eagle Village houses 776 students in two, three, and four bedroom suites. The University's new facilities also include a soccer and track stadium. Located next to Paulson Stadium, the venue has locker rooms, a press box and seating for 500 fans. Meanwhile, two major construction projects are continuing to take shape. The Zach Henderson Library is undergoing a \$22.7 million expansion and renovation that began in July 2004 and will increase its size from 135,618 square feet to 239,099 square feet. The Recreation Activity Center (RAC) is undergoing a \$31.8 million expansion that began in May 2005 and will increase its size from 81,870 square feet to 201,870 square feet.

University campus is cover story, featured article for national magazine. Our beautiful campus made the cover of a national magazine with an 8-page spread showcasing our landscaping, some of our campus buildings and other unique features. The entire article also appears on the magazine's website www.landscapeonline.com. University landscape architect and campus planner Chuck Taylor's quote sums up the purpose of creating and maintaining beauty on our campus, "I'm creating an image, an identity, a feel, something that lets people know this is Georgia Southern University..."

\$800,000 grant from The Goizueta Foundation assists Hispanic and Latino students. The Goizueta Foundation of Atlanta awarded a grant of \$800,000 to Georgia Southern to create and support a comprehensive recruitment program for Hispanic and Latino students. The gift established a \$750,000 endowment for The Goizueta Foundation Scholars Fund, to provide annual need-based scholarship assistance for Hispanic and Latino students whose families currently reside in the U.S. An additional \$50,000 from The Goizueta Foundation will provide need-based scholarship assistance over three years for Hispanic and Latino graduate students whose families currently reside in the U.S. This was the second significant grant that The Goizueta Foundation has made to Georgia Southern. The Goizueta Foundation was founded in 1992 by the late Roberto Goizueta, a Cuban-born businessman and graduate of Yale University who became Chairman and CEO of The Coca-Cola Company. Roberto Goizueta established the foundation that bears his name to provide financial assistance to organizations that empower at-risk individuals and families through educational opportunities to improve their quality of life.

University's annual economic impact on region exceeds \$549 million. Georgia Southern had an economic impact of well over a half a billion dollars on the region during the recently completed fiscal year. According to a study released by Georgia Southern's Bureau of Business Research and Economic Development (BBRED), the University pumped \$549,249,613 into the economies of nine Southeast Georgia counties in 2004-2005. In addition, the report revealed that Georgia Southern was responsible for almost 8,900 jobs in the region, which includes Bulloch, Bryan, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins and Screven counties. "The study shows that the University has had a significant economic impact on the regional economy despite the tight budget caused by the recent recession," BBRED Director Phyllis Isley said. The study further demonstrated that the University's economic impact on the region actually increased by a little over 11 percent from the previous fiscal year. Georgia Southern pumped \$493,269,907 into the region's economy in 2003-2004, according to a BBRED report issued last September. In conducting their annual study, Isley and her staff divided their analysis into four areas:

- The impact from the daily operations of the University as measured by operating expenditures.
- The impact from faculty and staff expenditures as measured by salaries and payroll.
- The impact from expenditures by students.
- The impact from major construction projects.

Director of Kennedy Space Center delivers Fries lecture during 'Space Week'. The director of NASA's John F. Kennedy Space Center (KSC) presented the fifth annual Norman Fries Distinguished Lecture at Georgia Southern. An alumnus of the University, James W. Kennedy spoke on Tuesday, Sept. 20, at 7:30 p.m. in the Performing Arts Center. "Space Exploration: Past, Present and Future" was the theme of his lecture, which was free and open to the public. In conjunction with Kennedy's appearance, the University celebrated "Space Week." The activities included a unique exhibit of NASA models, gear and photographs as well as two special presentations in the Planetarium.

The Performing Arts Center opened its new season with the Nitty Gritty Dirt Band. The Performing Arts Center's (PAC) new season opened with a concert by an acclaimed musical act that has been touring and recording for almost 40 years. A major influence on some of the biggest groups in American music history, the Nitty Gritty Dirt Band features a unique sound that

(Continued on page 7)

fuses elements of folk, country, bluegrass and rock. The band is perhaps best known for the song “Mr. Bojangles,” but that Top 10 hit from 1970 is just a small part of a repertoire that has spawned more than 30 albums and earned three Grammy Awards. For more about programs at the PAC in this past year see page 56 of this document. Also see the web site at <http://ceps.georgiasouthern.edu/pac>.

A Day For Southern’ raises record-setting total for University. The latest edition of “A Day For Southern” was a day to remember for Georgia Southern. Bulloch County’s business and professional community contributed a record-setting \$1,220,334 to the University during the 32nd annual one-day fund drive on Tuesday, Sept. 13. It marked the eighth year in a row that “A Day For Southern” surpassed the \$1 million mark, and this year’s total shattered the old record of \$1,203,748, which was established in 2001. Proceeds from “A Day For Southern” go to the Georgia Southern University Foundation and Southern Boosters, two not-for-profit organizations that build the University’s “margin of excellence” in academics and athletics. “Together We’re Better – Community and Campus” was the theme for the 2005 campaign, which was chaired by Statesboro attorney Charles Brown. Some 200 volunteers solicited donations from approximately 1,100 members of the Bulloch County business and professional community during this year’s event. The Georgia Southern Foundation uses a significant portion of the proceeds to help pay for the scholarships that are necessary to attract academically gifted students to campus. In addition, “A Day For Southern” proceeds are used to support cultural and educational attractions like the Botanical Garden, the Georgia Southern Museum, the Performing Arts Center, and the Center for Wildlife Education and the Lamar Q Ball Jr. Raptor Center. “A Day For Southern” benefits Southern Boosters, too. The organization manages money for student-athlete scholarships and supports the athletic department, which fields teams that compete in 15 varsity sports at the NCAA Division I level.

University picked to participate in national higher education project. Georgia Southern is one of 13 institutions in the United States that was selected to participate in a national project that will study how well each institution recruits, supports and teaches first year students. The Foundations of Excellence in the First College Year Project is used by colleges and universities to develop and refine their overall approach to educating new students. Sponsored by the Policy Center on the First Year of College, which is based in Brevard, N.C., the project is supported by the Lumina Foundation for Education, a national philanthropic organization located in Indianapolis. In a process that began in 2003, more than 200 four-year colleges and universities across the country have participated in developing the standards that form the core of the Foundations of Excellence project. However, only 13 of those institutions are members of the Inaugural National Select Cohort, which will work during the 2005-2006 academic year with the Policy Center and its research partner, Educational Benchmarking Inc. The members of the Inaugural National Select Cohort will measure their effectiveness in recruiting, admitting, orienting, supporting, advising and teaching new students. Each institution will then be able to make programmatic improvements that will increase student learning, success and persistence. For information, visit <http://academics.georgiasouthern.edu/fye/>

University’s hurricane relief efforts. Georgia Southern’s relief efforts for the victims of Hurricane Katrina involved a number of groups, organizations and classes on the campus collecting money, canned goods, clothing and non-perishable items. In addition, the University welcomed 14 students who had been displaced by the disaster. The students previously attended Dillard University, Tulane University, the University of New Orleans and Xavier University.

IT program receives national accreditation. The Information Technology (IT) program is among the first such programs in the United States to receive national accreditation. The University’s Bachelor of Science in Information Technology program has been accredited by the Computing Accreditation Board of the Accreditation Board for Engineering and Technology (ABET). Only two other institutions in the entire country have IT programs that have been accredited by ABET, which is the recognized accreditor of college and university programs in applied science, computing, engineering and technology. The curriculum at Georgia Southern features a strong IT core with a specialization area, an emphasis on communication and project management, and a second discipline in a related field. Graduates of the IT program have the ability to perform a multitude of high-tech tasks, such as establishing and maintaining computer networks, designing Web pages that use sound and graphics, and maintaining databases.

Ciara performs at Georgia Southern. The Fall 2005 outdoor concert at Paulson Stadium presented by Eagle Entertainment featured R&B star Ciara. She is best known for her three No. 1 hits, “Goodies,” “1,2 Step” and “Oh,”.

Department of Chemistry nationally ranked for grads with certified bachelor’s degrees. Across the United States, 631 colleges and universities have a bachelor’s degree in chemistry program that has been approved by the American Chemical Society (ACS). According to a study published this fall, fewer than 4 percent of those programs are more productive than the one offered by the Department of Chemistry at Georgia Southern. The department has been ranked No. 22 in the nation by the ACS for the number of students who graduate with a certified bachelor’s degree in chemistry. Georgia Southern had 22 such graduates in 2003-2004, which was the academic year. Students in approved programs can earn certified degrees by completing a rigorous curriculum that satisfies ACS requirements. Georgia Tech was the only other Georgia institution to be ranked in the top 25.

(Continued on page 8)

Jiann-Ping Hsu School of Public Health evolves to college status. Officials at Georgia Southern announced the evolution of its Jiann-Ping Hsu School of Public Health to college status. The new college is named the Jiann-Ping Hsu College of Public Health, continuing both the name and the generous endowment given by Karl E. Peace to honor his late wife, Jiann-Ping Hsu, in January 2004 to create the first school of public health within the University System of Georgia. The impact of the new college on public health education, research, and service is expected to improve the overall health of rural and underserved communities in the state. “This announcement is not only exciting for the University, it’s an important step toward better health for communities in southeast Georgia and other areas of the state,” said President Bruce Grube. “Evolving to the next phase of development in public health education and research will allow us to better serve our students and our state.” Currently, the Jiann-Ping Hsu College of Public Health offers the Master of Health Services Administration (M.H.S.A.) and the Master of Public Health (M.P.H.) degrees, with emphases in biostatistics and community health. Plans are underway to add concentrations in environmental health sciences, epidemiology, and health policy and management. Plans to offer the Doctor of Public Health degree will take shape over the coming year. In addition to its degree programs, the Jiann-Ping Hsu College of Public Health also houses two academic centers. The Karl E. Peace Center for Biostatistics functions as a focal point for biostatistical consulting, education, and grantsmanship for the College, University and community. The Center for Rural Health and Research engages in activities designed to improve the health status and quality of life among residents of rural Georgia by creating successful partnerships with governmental agencies, business and industry, community-based organizations, faculty, and students. The College has established several partnerships including the Biopharmaceutical Applied Statistics Symposium (BASS), Georgia Cancer Coalition (GCC), Southwest Georgia Cancer Coalition (SWGACC), and the Georgia Center for Oncology Research and Education (GACORE).

Going Global: Center for International Studies Encourages, Organizes Study Abroad. During the past academic year, 275 Georgia Southern students earned college credits and enjoyed new experiences at locations around the globe. Through exchange programs, semester abroad programs, and summer study abroad programs, the Center for International Studies provides opportunities for students—and faculty as well—to teach and learn in another country. Georgia Southern has exchange programs with Central China Normal University in Whan, China; Nagoya University in Japan; Keimyung University in South Korea; Roskilde University in Denmark; the University of Applied Sciences in Germany; and the Universidad Veracruzana in Xalapa, Mexico. Faculty also offer courses in Costa Rica, Spain, United Kingdom (London), the Czech Republic, Greece, France, and Italy.

Georgia Southern achieves national research university status. The national classification body for American universities elevated Georgia Southern to Doctoral/Research University status, up from its previous Masters I ranking. The Carnegie Foundation for the Advancement of Teaching began classifying universities in 1970, and has revised its rankings at least once per decade since then. “To join the ranks of America’s research universities is an important affirmation of the unfolding story of Georgia Southern,” said President Bruce Grube. “We are awarding an increasing number of doctorates and our excellent instruction includes more and more opportunities for research and public service,” he added.

For Georgia Southern News and Events visit <http://news.georgiasouthern.edu>.

Summary of Facts – Fall 2005

There were 2811 Beginning Freshmen:

- Average High School GPA was 3.12.
- Average SAT Score was 1098. This compares to a University System of Georgia Four-Year University average of 1107 and a National Average of 1028.

Retention/Graduation Rate:

- The first year retention rate of first time, full time, degree-seeking freshmen who entered in Fall 2004 (and returned in Fall 2005) was 78%.
- The six year graduation rate for first time, full time, degree-seeking freshmen who entered in Fall 1999 and completed a bachelor's degree as of summer 2005 was 41%.

Total Enrollment was 16,646:

- 88% (14,650) were undergraduates, 12% (1,996) graduate level.
- 51.9% (8,646) were women, 48.1% (8,000) men.
- 89.5% (13,119) of undergraduates were full time, 10.5% (1,531) part time, 49.5% (7,248) female, 50.5% (7,402) male.
- 30.9% (616) of graduate level students were full time, 69.1% (1,380) part time, 70% (1,398) female, 30% (598) male.
- 27.2% (4,536) were minorities.
- 74.6% (10,930) of undergraduates lived off campus, 25.4% (3,720) on-campus. 71% of Beginning Freshmen lived on-campus.
- 98% (16,315) were U.S. citizens with non-citizens representing 86 countries.
- 93.8% (15,609) were Georgia Residents with non-residents representing 47 of the other 49 States.
- 5.8% (853) of undergraduates were new transfers. 25.1% (214) were from University System of Georgia four year Institutions, 48.9% (417) University System of Georgia two year Institutions, 1.6% (14) Georgia Technical Colleges, 7.5% (64) Private Institutions, and 16.9% (144) Out of State Institutions.

Degrees Conferred:

- Georgia Southern University awarded 2,660 Degrees in 125 majors in Fiscal Year 2006. 2,131 Bachelor Degrees, 436 Masters Degrees, 66 Education Specialist Degrees, and 27 Doctorates.
- 80% (2,131) of degrees were undergraduate and 20% (529) graduate level.
- Minorities received 29.5% (628) of undergraduate degrees and 22.7% (120) of graduate level degrees.
- Women received 56.1% (1,195) of undergraduate degrees and 69% (365) of graduate level degrees.

Credit Hours:

- Students were enrolled in courses totaling 453,697 semester credit hours for Fiscal Year 2006 (*including 352 ROTC*). This was a 2.9 % increase from the previous year. They were enrolled in 210,048 semester credit hours in Fall 2005 (*including 131 ROTC*). This was a 3.3% increase from the previous year.

Class Size:

- The average class size of lower division courses was 40, upper division was 22, and graduate level was 12.
- The Student to Faculty Ratio was 20:1.

Financial Aid:

- There were 31,987 Financial Aid awards to students totaling \$ 101,344,942 in the 2004-2005 aid year.

Faculty/Staff:

- There were 1,758 full time employees including faculty, 22.5% (396) were minorities, 54.3% (955) were women.
- Of full time faculty, 45.2% were female, 14.6% were minorities, 72% had doctorate level degrees, 49% were tenured, and 47.7% were on tenure track.
- Awards to Faculty for Research, Instruction, and Public Service for Fiscal Year 2005 totaled \$ 6,143,374.

Profile of Georgia Southern University

Georgia Southern University, a member of the University System of Georgia, is the largest and most comprehensive research institution in the central Coastal Southeast. A residential campus of nearly 17,000 students, Georgia Southern is a premier choice for the state's HOPE Scholars and high school graduates. Students representing almost every U.S. state and 86 nations bring a diverse spectrum of backgrounds, interests and talents to the University community.

The University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, research and student success. Georgia Southern focuses on students and what they value: a well-rounded collegiate atmosphere; a faculty whose first priority is teaching; and a safe, attractive campus environment that encourages knowledge, discovery and personal growth.

Classified a doctoral-research institution by the Carnegie Foundation for the Advancement of Teaching, Georgia Southern University offers more than 120 degree programs at the baccalaureate, master's and doctoral levels through eight colleges: Business Administration, Education, Health and Human Sciences, Science and Technology, Liberal Arts and Social Sciences, Information Technology, Public Health and Graduate Studies. Georgia Southern is accredited by the Southern Association of Colleges and Schools and has earned special accreditation from professional and academic associations that set standards in their fields. The University continues to expand graduate offerings to meet the demands of its region.

Founded in 1906, Georgia Southern lays claim to being the most beautiful campus in the state. Comprising 675 acres, the university grounds are an arboretum-like treasure featuring gently rolling lawns, scenic ponds and soaring pines. The historic core of campus is the quintessential college portrait – Georgian-style red brick buildings with white columns around a sweeping, tree-lined circular drive. Beyond this circle, classic and contemporary lines blend to show case continuing growth and expansion of facilities. Major projects underway include construction to double the size of the Henderson Library as well as the addition of new student recreational amenities.

Located in Statesboro, a safe, neighborly Main Street community of approximately 30,000 residents northwest of Savannah, Georgia Southern provides enriching opportunities for people of all ages. Georgia Southern University benefits the region and state by engaging in research and providing public services that proffer creative solutions to regional challenges. The University extends educational opportunities to citizens throughout the state via graduate centers located in Savannah, Augusta, Brunswick, Hinesville, and Dublin as well as through distance learning technologies at numerous other remote sites.

Georgia Southern is recognized for a nationally competitive athletics program. The University's 15 Division I teams compete in the Southern Conference. Across-the-board commitment to excellence has resulted in an unprecedented six NCAA I-AA football national championships and NCAA tournament participation in men's and women's basketball, baseball, golf, women's tennis, and volleyball.

Mission Statement

June 30, 2004

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Vision Statement

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

*from Georgia Southern University Strategic Plan, April 2000.
see appendix.*

The University System of Georgia

The University System of Georgia includes 34 state-operated institutions of higher education located throughout the state. An 18-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Instruction is conducted by all institutions. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities and two-year colleges. This curriculum requires 60 semester credit hours, including 42 in general education—humanities and fine arts, mathematics and natural sciences, and social sciences—and 18 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

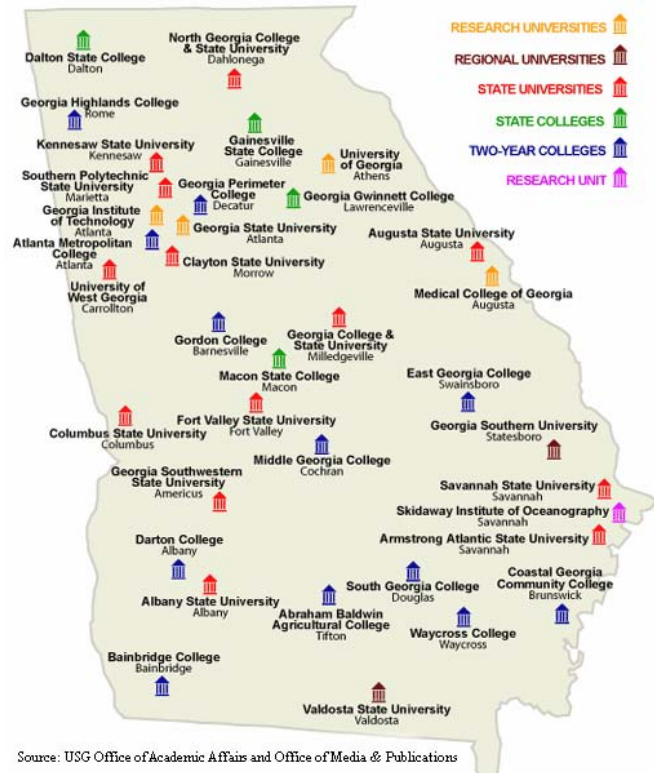
RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly-defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

The University System Advisory Council, with 34 committees, engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor for transmittal to the Board of Regents regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the Vice Chancellor, and all presidents as voting members; it includes other officials and staff members of the institutions as nonvoting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions.

Committees dealing with matters of University System-wide application include, typically, at least one member from each institution. State appropriations for the University System are requested by, and are made to, the Board of Regents, and allocations are made by the Board. The largest share of the state appropriations, approximately 52 percent, is allocated by the Board for instruction.



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System Purchasing
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(Continued on page 15)

(Continued from page 14)

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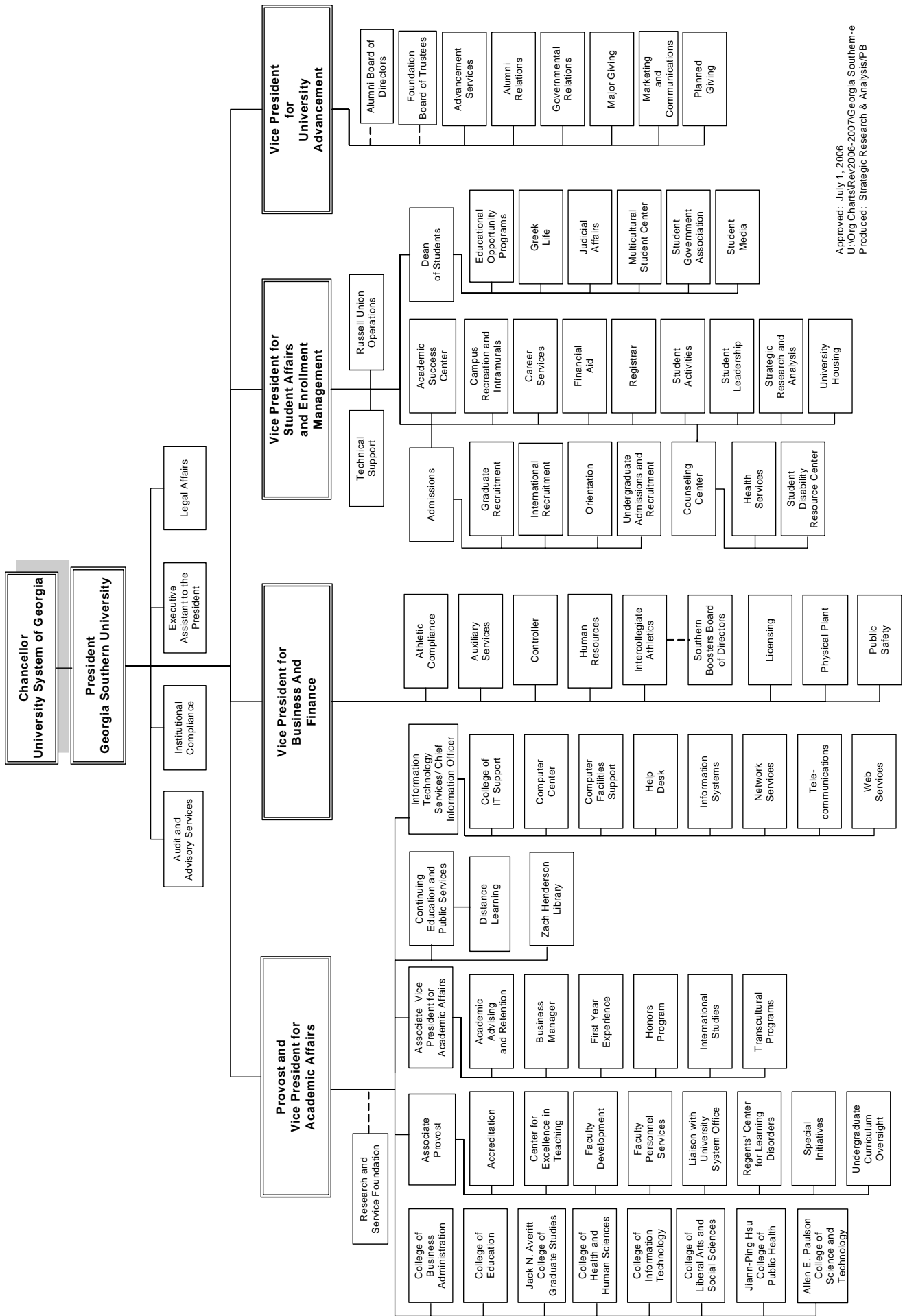
Media Relations

Mr. C. David Thompson, Assistant Director,

Communications Editorial Services.

Current as of July 1, 2006

Georgia Southern University Organization Chart 2005-2006



Approved: July 1, 2006
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Produced: Strategic Research & Analysis/PB

Past Presidents

First District A&M School - 1906

J. Walter Hendricks	Principal	1908-1909
E.C.J. Dickens	Principal	1909-1914
F.M. Rowan	Principal	1915-1920

Georgia Normal School - 1924

Ernest V. Hollis	President	1920-1926
Guy H. Wells	President	1926-1934

South Georgia Teachers College - 1929

Marvin S. Pittman	President	1934-1941
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Georgia Teachers College - 1939

Albert M. Gates	President	1941-1943
Marvin S. Pittman	President	1943-1947
Judson C. Ward	President	1947-1948
Zach S. Henderson	President	1948-1968

Georgia Southern College - 1959

John O. Eidson	President	1968-1971
Pope A. Duncan	President	1971-1977
Nicholas W. Quick	Acting President	1977-1978
Dale W. Lick	President	1978-1986
Harry S. Carter	Acting President	1986-1987

Georgia Southern University - 1990

Nicholas L. Henry	President	1987-1998
Harry S. Carter	Acting President	1998-1999
Bruce F. Grube	President	1999 - Present

Admission Standards - Beginning Freshman

Fall 2005:

Minimum Standards are determined as Verbal SAT + Math SAT + Academic GPA.

Regular Admission:

Minimum composite Scholastic Aptitude Test (SAT) score of 980 *or*

Minimum composite American College Test (ACT) score of 20.

College Preparatory Curriculum Requirements for Beginning Freshman Admission, Fall 2005

A student who graduated from high school in June of 1988 or later must meet minimum high school course requirements established by the Board of Regents for regular admission to Georgia Southern University, or any University System Institution.

1. English / 4 units
2. Social Science / 3 units - one focusing on United States Studies, one focusing on World Studies, and one other College Preparatory Social Science Course.
3. Mathematics / 4 units - Algebra I & II, Geometry, and Trigonometry or other higher Math.
4. Foreign Language / 2 units – must be in the same language.
5. Science / 3 units – including at least one lab course in the life sciences, and one lab course in the physical sciences.

If a student has not met the above requirements he/she may still be accepted for admission on a provisional basis. Contact Georgia Southern University Office of Admissions for more details.

See the Georgia Southern University College Catalog online at <http://www.collegesource.org/>.

Undergraduate Admissions : <http://admissions.georgiasouthern.edu/>

Graduate Admissions : <http://cogs.georgiasouthern.edu/>

Applications for Admission Into the Fall Semesters Indicated

	Fall 2004					Fall 2005				
	Applied ¹ no.	Accepted no.	%	Accepted/ Enrolled no.	%	Applied ¹ no.	Accepted no.	%	Accepted/ Enrolled no.	%
Beginning Freshmen ²	8,434	4,575	54.2	2,807	61.4	8,302	4,585	55.2	2,811	61.3
Transfers	1,339	1,025	76.5	834	81.4	1,348	1,001	74.3	853	85.2
Other Undergraduate ³	421	391	92.9	299	76.5	597	577	96.6	415	71.9
Graduate Level	1,174	565	48.1	442	78.2	854	702	82.2	418	59.5
Total - All Applicants	11,368	6,556	57.7	4,382	66.8	11,101	6,865	61.8	4,497	65.5

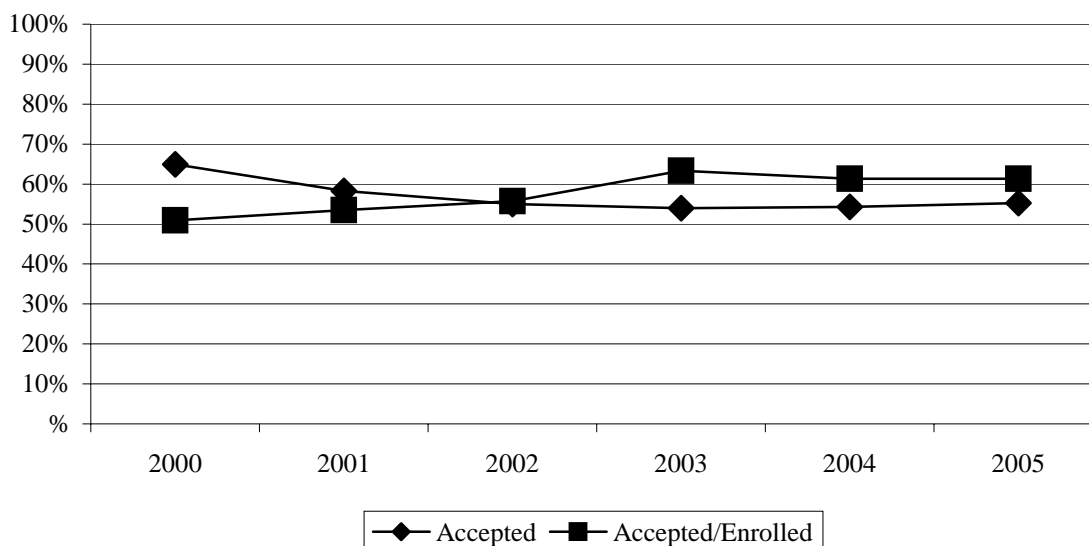
¹ Applied - includes accepted, denied, and cancelled applications. In previous year's fact books, graduate level applied numbers included accepted, denied, and incomplete.

² Beginning Freshman - a degree-seeking student who enters college for the first time in fall term or who has graduated from high school within the calendar year of that fall term. Regents' definition.

³ Other Undergraduate - non-degree seeking, joint enrolled, transient, and post-baccalaureate.

Note: Beginning Freshman and Transfer Applicants are degree seeking only.

**Beginning Freshmen Accepted and Accepted/Enrolled
by Fall Terms**



Fall Term	Applicants	Accepted	% Accepted	Enrolled	% Accepted/Enrolled
2000	8,548	5,552	65.0	2,829	51.0
2001	8,386	4,886	58.3	2,612	53.5
2002	8,181	4,503	55.0	2,509	55.7
2003	7,921	4,277	54.0	2,708	63.3
2004	8,434	4,575	54.2	2,807	61.4
2005	8,302	4,585	55.2	2,811	61.3

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.

Distribution of SAT Scores for Fall Term Beginning Freshmen

Math Scores

Score	2000		2001		2002		2003		2004		2005	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	13	0.5	12	0.5	27	1.1	26	1.0	30	1.2	37	1.6
600-699	247	9.6	292	12.1	321	14.5	396	15.9	431	18.1	541	24.4
500-599	1,119	50.9	1,157	58.1	1,261	67.2	1,299	64.9	1,491	76.6	1,381	82.7
400-499	1,267	97.6	1,025	98.9	779	99.7	927	99.8	594	99.8	407	99.9
300-399	60	99.9	28	100.0	7	99.9	6	100.0	3	99.9	2	100.0
200-299	4	100.0	0		1	100.0	0		1	100.0	0	
Total	2,710		2,514		2,396		2,654		2,550		2,368	

Verbal Scores

Score	2000		2001		2002		2003		2004		2005	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	20	0.7	20	0.8	28	1.2	35	1.3	31	1.2	41	1.7
600-699	221	8.9	238	10.3	274	12.6	339	14.1	412	17.4	443	20.4
500-599	1,167	52.0	1,203	58.1	1,284	66.2	1,377	66.0	1,487	75.7	1,415	80.2
400-499	1,228	97.3	1,027	99.0	797	99.5	895	99.7	612	99.7	461	99.7
300-399	69	99.8	25	99.9	13	100.0	8	100.0	7	99.9	8	100.0
200-299	5	100.0	1	100.0	0		0		1	100.0	0	
Total	2,710		2,514		2,396		2,654		2,550		2,368	

Composite Scores

Score	2000		2001		2002		2003		2004		2005	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
1400-1600	7	0.3	5	0.2	6	0.3	9	0.3	16	0.6	17	0.7
1200-1399	156	6.0	177	7.2	228	9.8	295	11.5	335	13.8	397	17.5
1000-1199	1,208	50.6	1,249	56.9	1,342	65.8	1,444	65.9	1,686	79.9	1,645	87.0
800-999	1,317	99.2	1,074	99.6	815	99.8	903	99.9	509	99.8	304	99.8
600-799	19	99.9	9	100.0	5	100.0	3	100.0	3	99.9	5	100.0
400-599	3	100.0	0		0		0		1	100.0	0	
Total	2,710		2,514		2,396		2,654		2,550		2,368	

Notes :

Totals above are a subset of all Beginning Freshmen. They include only students with valid SAT Scores for each category.

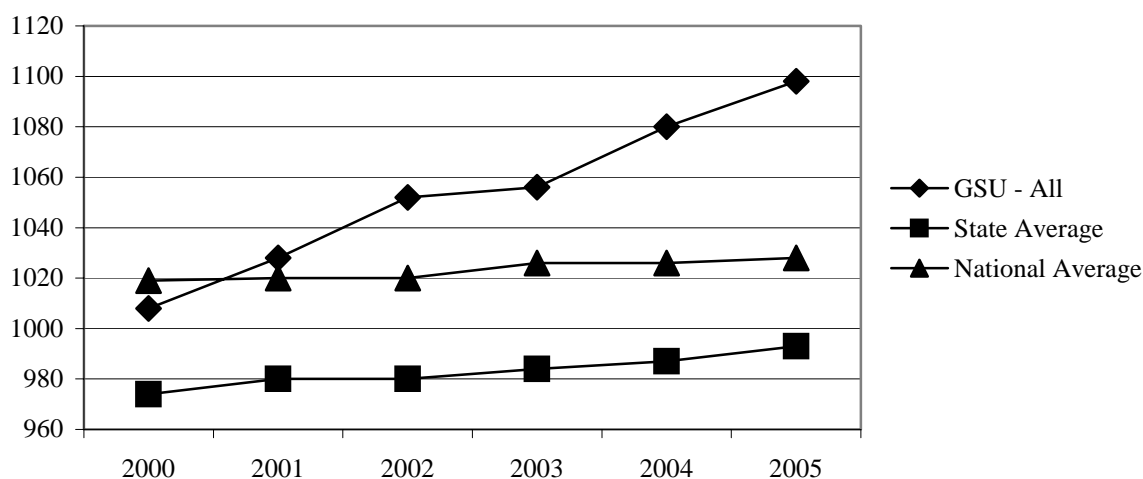
Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System (SIRS).

Average SAT Scores of Beginning Freshmen Compared to the University System Four-Year Institution Beginning Freshmen and to State and National Averages

Fall Terms	2000	2001	2002	2003	2004	2005
MATH						
GSU Learning Support	462	488	457	459	452	448
GSU Regular	522	515	528	528	542	552
GSU - All	504	514	527	527	541	552
University System - 4 yr	n/a	n/a	n/a	n/a	n/a	556
State Average	486	491	491	491	493	496
National Average	514	514	516	519	518	520
VERBAL						
GSU Learning Support	448	449	462	439	429	417
GSU Regular	528	516	525	530	540	547
GSU - All	504	514	525	529	539	546
University System - 4 yr	n/a	n/a	n/a	n/a	n/a	552
State Average	488	489	489	493	494	497
National Average	505	506	504	507	508	508
COMPOSITE						
GSU Learning Support	910	938	919	898	881	865
GSU Regular	1050	1032	1053	1058	1082	1100
GSU - All	1008	1028	1052	1056	1080	1098
University System - 4 yr	1075	1085	1089	1092	1105	1107
State Average	974	980	980	984	987	993
National Average	1019	1020	1020	1026	1026	1028

Composite Scores



Notes :

University System SAT Averages are for the four-year institutions only less Dalton and Macon State Colleges.

State and National Averages are for College Bound Seniors whether they enrolled in College or not.

Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System (SIRS).

Average Composite SAT Scores of University System of Georgia Beginning Freshmen - 4 Year Schools

Georgia Southern University

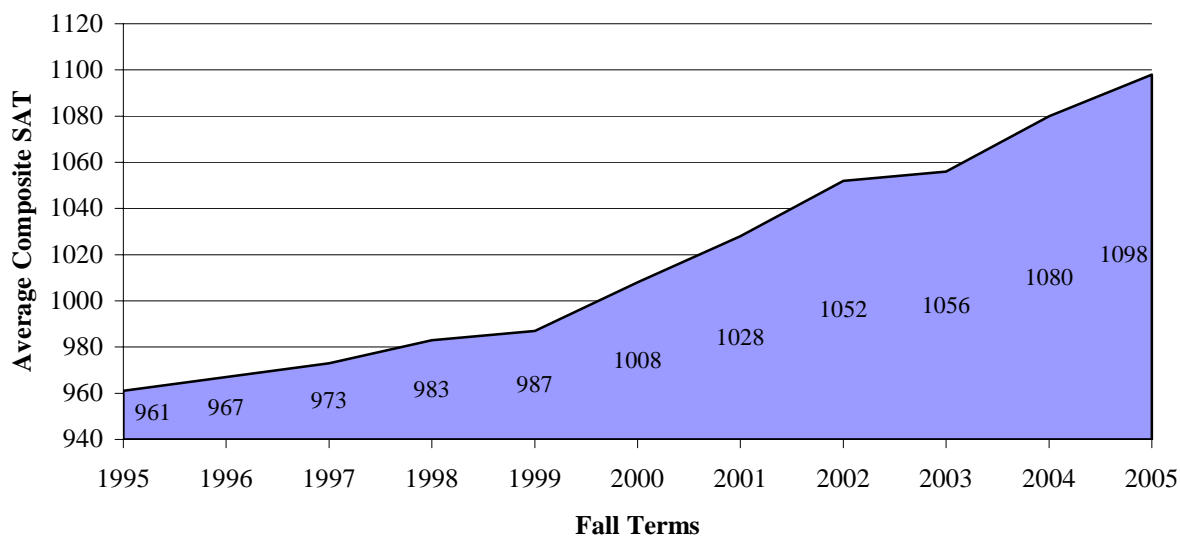


Table is sorted in descending order of SAT score on Fall 2005

Institution	Fall Terms										
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Georgia Institute of Technology	1295	1283	1303	1295	1303	1329	1321	1325	1325	1323	1328
University of Georgia	1179	1178	1175	1186	1190	1198	1201	1211	1209	1230	1237
Southern Polytechnic State Univ.	1052	1049	1041	1053	1067	1074	1094	1094	1105	1119	1124
Georgia College & State Univ.	967	949	966	992	1027	1049	1055	1062	1088	1116	1120
Georgia Southern University	961	967	973	983	987	1008	1028	1052	1056	1080	1098
Georgia State University	1005	1013	1007	1048	1050	1045	1063	1066	1080	1088	1085
North Ga. College & State Univ.	1074	1060	1066	1072	1061	1065	1061	1069	1074	1080	1079
Kennesaw State University	984	985	1019	1021	1024	1034	1022	1032	1047	1069	1067
Valdosta State University	952	945	965	993	1001	1012	1020	1020	1017	1025	1028
University of West Georgia	963	964	963	952	964	980	1000	1008	1009	1006	1021
Armstrong Atlantic State Univ.	937	933	932	946	962	1003	1018	1010	1024	1027	1020
Columbus State University	932	938	955	951	969	960	970	970	973	989	1003
Georgia Southwestern State Univ.	942	940	951	967	986	1001	999	1005	999	986	996
Clayton State University	927	922	937	943	988	984	1006	993	1002	992	984
Augusta State University	933	938	949	964	981	980	979	984	978	975	978
Albany State University	819	782	817	830	837	830	908	926	905	934	915
Fort Valley State University	796	803	866	857	867	894	878	893	897	913	902
Savannah State University	800	783	805	844	868	881	892	887	886	902	876

Georgia High Schools of Beginning Freshmen, Fall 2005

School	Enrolled	School	Enrolled
Out of State	168	Dunwoody High School, Dunwoody	16
Statesboro High School, Statesboro	56	Northside Hs-Warner Robins, Warner Robins	16
Milton High School, Alpharetta	54	Warner Robins High School, Warner Robins	16
Lassiter High School, Marietta	48	Alan C Pope High School, Marietta	15
Roswell High School, Roswell	43	Brunswick High School, Brunswick	15
Brookwood High School, Snellville	41	Heritage High School, Conyers	15
Centennial High School, Roswell	35	Norcross High School, Norcross	15
Greenbrier High School, Evans	34	Duluth High School, Duluth	14
Meachern High School, Powder Springs	32	Grayson High School, Loganville	14
Starr's Mill High School, Fayetteville	32	Lee County High School, Leesburg	14
South Effingham High School, Guyton	29	Metter High School, Metter	14
Collins Hill High School, Suwanee	28	Union Grove High School, McDonough	14
Northview High, Duluth	27	Wayne County High School, Jesup	14
Peachtree Ridge HS, Suwanee	27	West Laurens High School, Dublin	14
Parkview High School, Lilburn	26	Westside High School, Macon	14
Chapel Hill High School, Douglasville	25	Benedictine Military School, Savannah	13
Eagles Landing High School, Mcdonough	25	Dublin High School, Dublin	13
Effingham County High School, Springfield	24	Forsyth Central High School, Cumming	13
Harrison High School, Kennesaw	24	Mcintosh High School, Peachtree City	13
Houston County High School, Warner Robins	24	Northgate High School, Newnan	13
South Gwinnett High School, Snellville	24	Thomas County Central Hs, Thomasville	13
Glynn Academy, Brunswick	23	Augustus R Johnson High School, Augusta	12
Lakeside High School-Evans, Evans	23	Cherokee High School, Canton	12
Saint Pius X Catholic Hs, Atlanta	23	Saint Vincent's Academy, Savannah	12
South Forsyth High School, Cumming	23	Thomson High School, Thomson	12
Sprayberry High School, Marietta	23	Vidalia High School, Vidalia	12
Walton High School, Marietta	23	Windsor Forest High School, Savannah	12
Richmond Hill High School, Richmond Hill	22	Cartersville High School, Cartersville	11
Evans High School, Evans	21	Davidson Fine Arts School, Augusta	11
Southeast Bulloch High School, Brooklet	21	Kell High School, Marietta	11
Chattahoochee High School, Alpharetta	20	Oconee County High School, Watkinsville	11
Fayette County High School, Fayetteville	20	Peach County High School, Fort Valley	11
Kennesaw Mountain High School, Kennesaw	20	Woodstock High School, Woodstock	11
Dacula High School, Dacula	19	Bradwell Institute, Hinesville	10
Lakeside High School-Atlanta, Atlanta	19	Hardaway High School, Columbus	10
Newton High School, Covington	19	Luella High School, Locust Grove	10
North Cobb High School, Kennesaw	19	Martin Luther King, Jr HS, Lithonia	10
Salem High School, Conyers	19	Mill Creek Hs, Hoschton	10
Tattnall County High School, Reidsville	19	North Springs High School, Atlanta	10
North Gwinnett High School, Suwanee	18	Southwest Dekalb High School, Decatur	10
Shiloh High School, Snellville	18	Stephenson High School, Stone Mountain	10
Central Gwinnett High School, Lawrenceville	17	Toombs County High School, Lyons	10
Harlem High School, Harlem	17	Wheeler High School, Marietta	10
Camden County High School, Kingsland	16		
Chamblee High School, Chamblee	16		

Notes :

Includes only Schools with >=10 students.

Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System (SIRS).

Undergraduate In-Transfer Students, Fall Terms

Institution	2000	2001	2002	2003	2004	2005
University System of Georgia Four Year Institutions						
Albany State University	4	3	2	6	1	4
Armstrong Atlantic State University	34	28	39	37	37	42
Augusta State University	12	19	14	7	26	15
Clayton College and State University	5	5	7	5	3	2
Columbus State University	3	5	9	6	7	10
Fort Valley State University	4	4	3	1	2	3
Georgia College and State University	14	3	18	16	24	28
Georgia Institute of Technology	3	1	3	7	5	0
Georgia Southwestern State University	5	6	7	5	5	3
Georgia State University	10	9	10	14	14	19
Kennesaw State University	12	15	11	8	25	21
North Georgia College and State University	2	7	5	3	10	3
Savannah State University	5	5	5	15	14	11
Southern Polytechnic State University	3		0	0	6	5
State University of West Georgia	11	7	7	6	6	5
University of Georgia	12	9	10	10	16	14
Valdosta State University	18	13	20	31	28	29
University System of Georgia Two Year Institutions						
Abraham Baldwin Agricultural College	25	21	24	16	14	20
Atlanta Metropolitan College		4	1	4	0	0
Bainbridge College	5	3	1	3	6	1
Coastal Georgia Community College	21	25	38	32	17	45
Dalton State College		2	5	3	3	3
Darton College	18	15	17	17	18	9
East Georgia College	86	148	88	153	89	122
Floyd College	3		6	10	4	2
Gainesville College	7	3	4	12	21	19
Georgia Perimeter College	31	36	30	34	31	34
Gordon College	8	12	17	17	18	26
Macon State College	18	12	18	13	18	31
Middle Georgia College	52	39	50	55	89	66
South Georgia College	15	12	25	22	23	27
Waycross College	13	14	8	8	13	12
Department of Technical and Adult Education Colleges						
All Combined	4	8	18	5	12	14
Private Institutions in Georgia	88	61	81	79	76	64
Out of State Institutions	98	136	151	129	154	144
Other¹	8	14			3	
Total	657	704	752	789	835	853

¹ Mature/Provisional Freshmen.

Note: All data revised to reflect the Board of Regents definition of an undergraduate transfer as reported in their semester enrollment reports.
Source: Student Information Reporting System (SIRS).

Enrollment by Country of Citizenship, Fall 2005

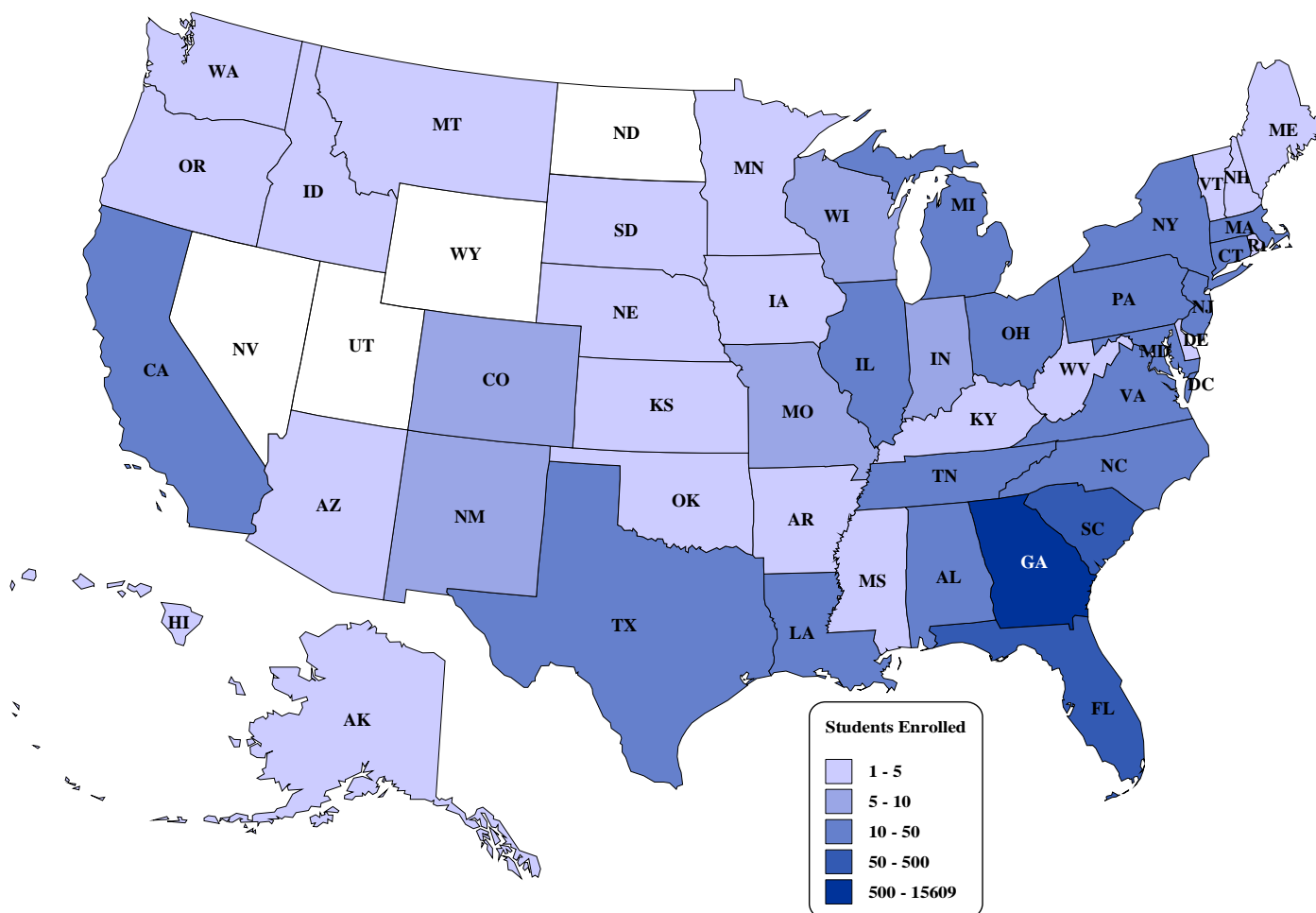
Country	U/G	G	Total	Country	U/G	G	Total
Angola	1	0	1	Kuwait	1	0	1
Ashmore and Cartier Islands	1	0	1	Laos	0	1	1
Bahamas	10	2	12	Lebanon	1	0	1
Bangladesh	1	1	2	Liberia	2	0	2
Belize	1	0	1	Malaysia	1	1	2
Bolivia	1	2	3	Mexico	12	1	13
Bosnia and Herzegovina	1	0	1	Montenegro	1	0	1
Brazil	5	1	6	Nepal	0	1	1
Bulgaria	1	1	2	Netherlands	1	0	1
Burma (Myanmar)	1	0	1	New Zealand	0	1	1
Cameroon	4	0	4	Nicaragua	1	0	1
Canada	19	2	21	Niger	5	0	5
China	2	8	10	Nigeria	31	2	33
Colombia	3	0	3	Pakistan	1	1	2
Congo	1	0	1	Panama	1	0	1
Cuba	2	0	2	Paraguay	2	0	2
Denmark	1	0	1	Peru	0	2	2
Dominica	1	0	1	Philippines	4	0	4
Ecuador	0	1	1	Poland	1	0	1
Egypt	0	1	1	Romania	2	0	2
El Salvador	1	0	1	Russia	3	2	5
Ethiopia	4	0	4	Saint Vincent/Grenadines	1	0	1
Finland	1	0	1	Saudi Arabia	1	1	2
France	3	0	3	Seychelles	1	0	1
Gabon	0	1	1	Senegal	1	0	1
Georgia	1	0	1	Sierra Leone	2	0	2
Germany	9	0	9	South Africa	6	2	8
Ghana	5	1	6	Sri Lanka	1	0	1
Greece	0	1	1	Sweden	2	0	2
Guatemala	1	0	1	Taiwan	3	0	3
Guyana	1	0	1	Tanzania	1	0	1
Haiti	1	1	2	Thailand	1	1	2
Honduras	2	1	3	Trinidad and Tobago	5	7	12
Hungary	2	0	2	Turkey	2	1	3
Iceland	1	0	1	Ukraine	1	1	2
India	11	13	24	United Kingdom/Gr Britain	13	1	14
Indonesia	3	1	4	United States of America	14,389	1,926	16,315
Israel	1	0	1	Venezuela	2	1	3
Italy	1	0	1	Vietnam	5	0	5
Jamaica	11	1	12	Zambia	3	1	4
Japan	9	1	10	Zimbabwe	1	1	2
Kenya	1	1	2	Total	14,650	1,996	16,646
Kiribati	1	0	1				
North Korea	2	0	2	<i>Number - Non-USA</i>	261	70	331
South Korea	11	0	11	<i>Percent - Non-USA</i>	1.8%	3.5%	2.0%

Source: Student Information Reporting System (SIRS)

Enrollment by State of Residence, Fall 2005

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Alabama	10	3	13	Maine	2	0	2	Pennsylvania	16	10	26
Alaska	1	0	1	Maryland	10	2	12	Puerto Rico	3	0	3
Arizona	3	0	3	Massachusetts	11	2	13	Rhode Island	4	0	4
Arkansas	0	1	1	Michigan	13	0	13	South Carolina	92	31	123
California	10	1	11	Minnesota	2	2	4	South Dakota	1	0	1
Colorado	7	0	7	Mississippi	1	2	3	Tennessee	9	7	16
Connecticut	9	1	10	Missouri	5	1	6	Texas	15	4	19
Delaware	2	0	2	Montana	2	0	2	Utah	0	0	0
District of Columbia	0	1	1	Nebraska	0	1	1	Vermont	3	0	3
Florida	158	47	205	Nevada	0	0	0	Virginia	34	12	46
Georgia	13,861	1,748	15,609	New Hampshire	0	2	2	Virgin Islands	0	0	0
Hawaii	1	0	1	New Jersey	12	0	12	Washington	0	1	1
Idaho	1	0	1	New Mexico	3	2	5	West Virginia	1	0	1
Illinois	8	3	11	New York	19	4	23	Wisconsin	3	2	5
Indiana	5	2	7	North Carolina	20	10	30	Wyoming	0	0	0
Iowa	0	1	1	North Dakota	0	0	0	Foreign Country	1	1	2
Kansas	1	1	2	Ohio	9	12	21	None Reported	266	70	336
Kentucky	2	0	2	Oklahoma	3	0	3	Total	14,650	1,996	16,646
Louisiana	10	8	18	Oregon	1	1	2				

KEY : U/G - Undergraduates, G - Graduates



Map shows Total Undergraduate and Graduate Enrollment

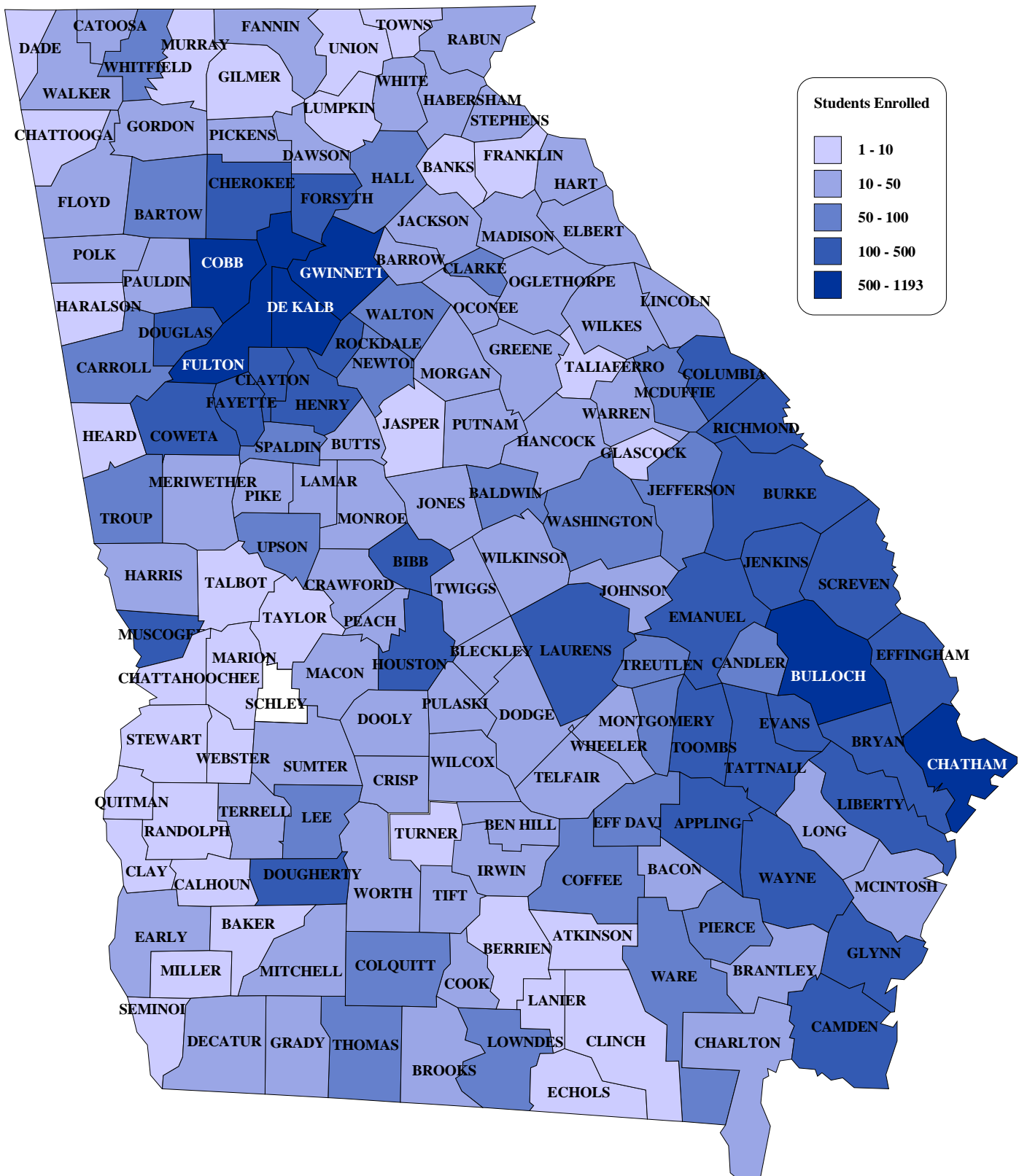
Source: Student Information Reporting System (SIRS) – Current State of Legal Residence

Enrollment by Georgia County of Origin, Fall 2005

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Appling	81	19	100	Fannin	9	1	10	Oglethorpe	14	1	15
Atkinson	7	0	7	Fayette	255	10	265	Paulding	45	1	46
Bacon	33	6	39	Floyd	34	4	38	Peach	45	2	47
Baker	3	1	4	Forsyth	137	3	140	Pickens	11	0	11
Baldwin	65	6	71	Franklin	6	1	7	Pierce	52	9	61
Banks	5	0	5	Fulton	905	29	934	Pike	22	0	22
Barrow	18	1	19	Gilmer	5	0	5	Polk	13	1	14
Bartow	52	0	52	Glascocock	8	0	8	Pulaski	27	8	35
Ben Hill	39	4	43	Glynn	222	67	289	Putnam	15	0	15
Berrien	7	2	9	Gordon	28	2	30	Quitman	1	0	1
Bibb	298	17	315	Grady	21	2	23	Rabun	10	0	10
Bleckley	32	10	42	Greene	13	1	14	Randolph	1	0	1
Brantley	20	4	24	Gwinnett	1063	22	1085	Richmond	296	63	359
Brooks	13	1	14	Habersham	10	0	10	Rockdale	155	7	162
Bryan	207	40	247	Hall	94	5	99	Schley	0	0	0
Bulloch	966	227	1,193	Hancock	10	0	10	Screven	171	30	201
Burke	92	11	103	Haralson	7	0	7	Seminole	2	2	4
Butts	10	2	12	Harris	28	1	29	Spalding	61	1	62
Calhoun	6	0	6	Hart	21	4	25	Stephens	18	1	19
Camden	108	12	120	Heard	5	0	5	Stewart	3	0	3
Candler	83	9	92	Henry	217	6	223	Sumter	45	2	47
Carroll	49	4	53	Houston	333	29	362	Talbot	5	1	6
Catoosa	13	2	15	Irwin	21	1	22	Taliaferro	2	1	3
Charlton	18	4	22	Jackson	27	2	29	Tattnell	145	22	167
Chatham	587	262	849	Jasper	4	1	5	Taylor	9	0	9
Chattahoochee	3	0	3	Jeff Davis	45	7	52	Telfair	25	9	34
Chattooga	2	1	3	Jefferson	46	22	68	Terrell	12	0	12
Cherokee	169	5	174	Jenkins	100	10	110	Thomas	85	3	88
Clarke	59	10	69	Johnson	29	6	35	Tift	36	4	40
Clay	0	2	2	Jones	32	1	33	Toombs	226	44	270
Clayton	196	15	211	Lamar	12	0	12	Towns	9	0	9
Clinch	8	0	8	Lanier	0	1	1	Treutlen	36	15	51
Cobb	972	27	999	Laurens	229	45	274	Troup	62	3	65
Coffee	53	7	60	Lee	58	1	59	Turner	7	1	8
Colquitt	56	2	58	Liberty	196	46	242	Twiggs	18	0	18
Columbia	392	53	445	Lincoln	26	2	28	Union	5	1	6
Cook	9	1	10	Long	20	9	29	Upson	48	2	50
Coweta	133	4	137	Lowndes	65	6	71	Walker	27	4	31
Crawford	17	0	17	Lumpkin	4	0	4	Walton	70	3	73
Crisp	44	3	47	Macon	8	6	14	Ware	62	13	75
Dade	5	0	5	Madison	27	3	30	Warren	9	2	11
Dawson	17	0	17	Marion	1	0	1	Washington	58	10	68
Decatur	24	4	28	McDuffie	62	3	65	Wayne	128	24	152
Dekalb	636	27	663	McIntosh	24	4	28	Webster	1	0	1
Dodge	31	13	44	Meriwether	16	1	17	Wheeler	21	4	25
Dooly	14	1	15	Miller	5	0	5	White	11	1	12
Dougherty	112	11	123	Mitchell	36	1	37	Whitfield	52	3	55
Douglas	108	5	113	Monroe	38	3	41	Wilcox	12	1	13
Early	11	2	13	Montgomery	42	10	52	Wilkes	27	3	30
Echols	1	1	2	Morgan	17	0	17	Wilkinson	12	5	17
Effingham	330	65	395	Murray	6	1	7	Worth	20	1	21
Elbert	12	1	13	Muscogee	149	9	158	Out of State	1042	336	1378
Emanuel	137	33	170	Newton	68	6	74	Total	14,650	1,996	16,646
Evans	114	17	131	Oconee	40	4	44				

Source: Student Information Reporting System (SIRS) – County of Legal Residence at Matriculation

Map of Enrollment by Georgia County of Origin, Fall 2005

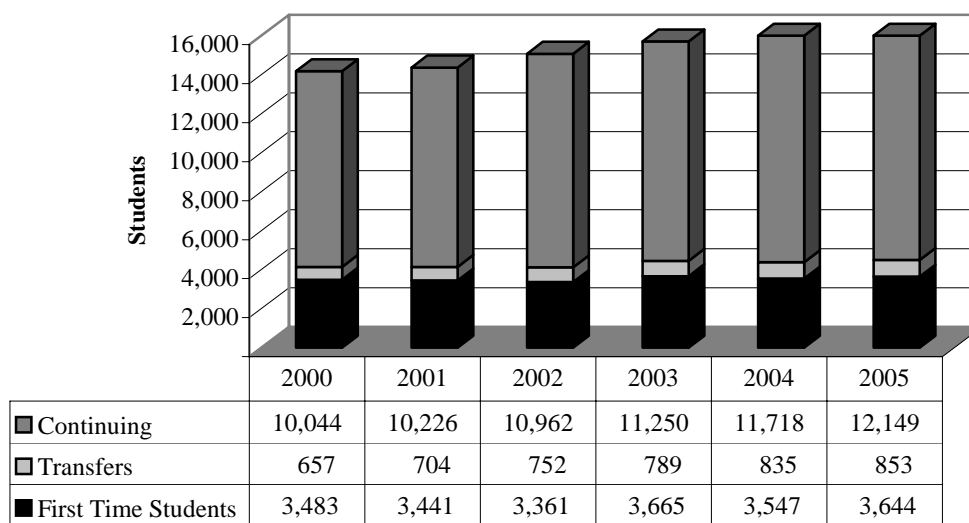


Map shows Total Undergraduate and Graduate Enrollment

Fall Term Growth History

	2000	2001	2002	2003	2004	2005
First Time Students						
Beginning Freshman	2,829	2,612	2,509	2,708	2,807	2,811
Graduate Level	338	440	446	545	442	418
Other Undergraduate	316	389	406	412	298	415
Joint Enrolled	81	82	129	113	78	75
Transient	200	263	220	199	165	291
Post-Baccalaureate	35	44	57	100	55	49
Total	3,483	3,441	3,361	3,665	3,547	3,644
<i>Difference Between Terms</i>	-1.2%	-2.3%	9.0%	-3.2%	2.7%	
New Transfers						
Freshman	201	223	227	258	198	168
Sophomore	211	247	251	279	336	368
Junior	200	193	227	224	262	259
Senior	45	41	47	28	39	58
Total	657	704	752	789	835	853
<i>Difference Between Terms</i>	7.2%	6.8%	4.9%	5.8%	2.2%	
Continuing Students						
Joint Enrolled	16	22	4	12	4	15
Freshman	2,482	2,194	1,947	1,823	2,059	2,087
Sophomore	2,289	2,592	2,759	2,614	2,614	2,811
Junior	1,744	2,025	2,291	2,385	2,328	2,541
Senior	2,204	2,129	2,481	2,734	2,874	2,845
Graduate Level	1,198	1,133	1,275	1,463	1,566	1,578
Transient	34	62	105	121	166	166
Post-Baccalaureate	77	69	100	98	107	106
Total	10,044	10,226	10,962	11,250	11,718	12,149
<i>Difference Between Terms</i>	1.8%	7.2%	2.6%	4.2%	3.7%	
Total Enrollment	14,184	14,371	15,075	15,704	16,100	16,646
<i>Difference Between Terms</i>	1.3%	4.9%	4.2%	2.5%	3.4%	

Fall Term Enrollment



Note: Beginning Freshman—A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

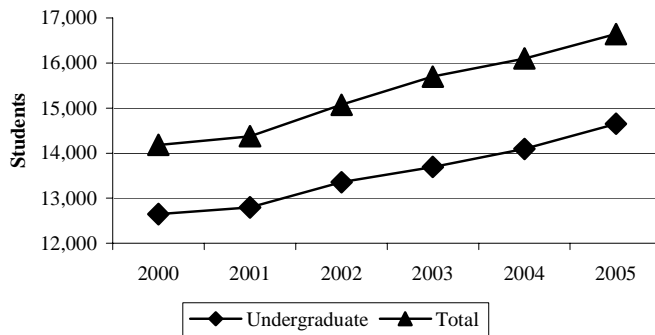
Source: Regents Semester Enrollment Reports (SIRS).

Head Count Enrollment

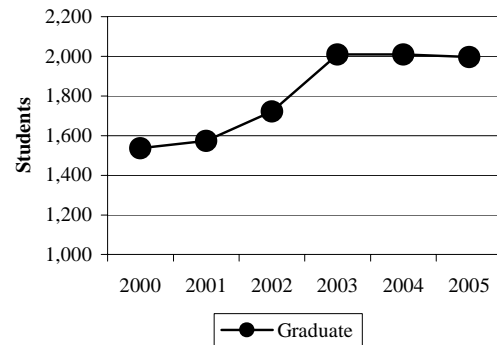
Enrollment by Classification, Fall Terms

Class	2000	2001	2002	2003	2004	2005
Joint Enrolled	97	104	133	125	82	90
Freshman	5,496	5,003	4,701	4,807	5,055	5,055
Sophomore	2,511	2,857	3,017	2,899	2,961	3,191
Junior	1,947	2,221	2,519	2,610	2,591	2,802
Senior	2,251	2,175	2,528	2,762	2,913	2,903
Masters	1,257	1,240	1,339	1,510	1,464	1,353
Specialist	122	143	189	236	198	196
Doctorate	157	190	193	262	346	447
Transient (UG)	234	325	325	320	331	457
Post Baccalaureate/Other	112	113	131	173	159	152
Total	14,184	14,371	15,075	15,704	16,100	16,646

Undergraduate and Total Enrollment



Graduate Enrollment

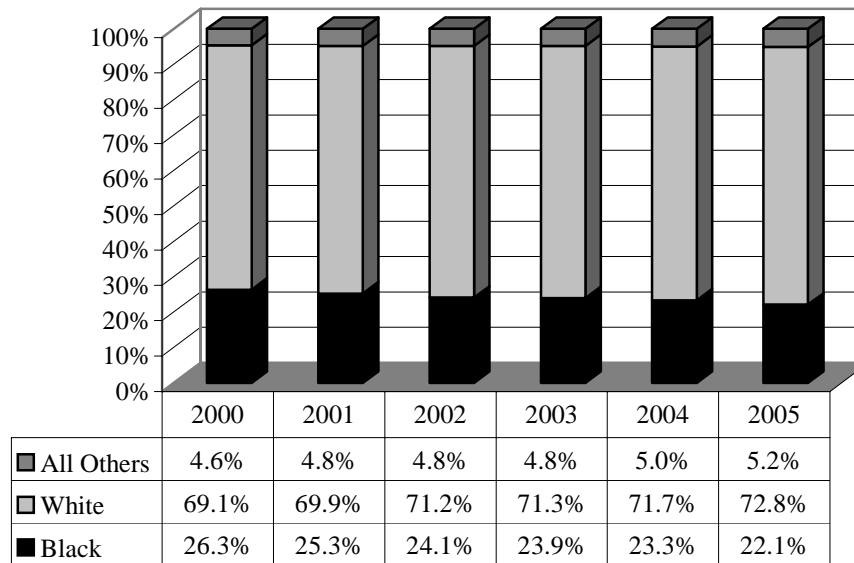


Enrollment by Load Type, Fall Terms

Type	2000	2001	2002	2003	2004	2005
Undergraduate						
Full Time	11,409	11,381	11,915	12,247	12,658	13,119
Part Time	1,239	1,417	1,439	1,449	1,434	1,531
	12,648	12,798	13,354	13,696	14,092	14,650
Graduate						
Full Time	407	399	470	592	644	616
Part Time	1,129	1,174	1,251	1,416	1,364	1,380
	1,536	1,573	1,721	2,008	2,008	1,996
Total	14,184	14,371	15,075	15,704	16,100	16,646

Enrollment by Race & Gender, Fall Terms

Race/Gender	2000		2001		2002		2003		2004		2005	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
Black	3,736	26.3	3,631	25.3	3,627	24.1	3,754	23.9	3,755	23.3	3,675	22.1
Female	2,278	16.1	2,176	15.1	2,160	14.3	2,197	14.0	2,140	13.3	2,060	12.4
Male	1,458	10.3	1,455	10.1	1,467	9.7	1,557	9.9	1,615	10.0	1,615	9.7
Native American	26	0.2	28	0.2	25	0.2	36	0.2	35	0.2	37	0.2
Female	13	0.1	17	0.1	15	0.1	18	0.1	19	0.1	18	0.1
Male	13	0.1	11	0.1	10	0.1	18	0.1	16	0.1	19	0.1
Asian/Pacific Is.	235	1.7	240	1.7	257	1.7	257	1.6	255	1.6	253	1.5
Female	110	0.8	111	0.8	116	0.8	118	0.8	122	0.8	122	0.7
Male	125	0.9	129	0.9	141	0.9	139	0.9	133	0.8	131	0.8
Hispanic	177	1.3	191	1.3	193	1.3	214	1.4	242	1.5	260	1.6
Female	96	0.7	99	0.7	103	0.7	109	0.7	112	0.7	118	0.7
Male	81	0.6	92	0.6	90	0.6	105	0.7	130	0.8	142	0.9
Multiracial	216	1.5	231	1.6	246	1.6	250	1.6	270	1.7	311	1.9
Female	115	0.8	122	0.9	130	0.9	127	0.8	126	0.8	153	0.9
Male	101	0.7	109	0.8	116	0.8	123	0.8	144	0.9	158	1.0
White	9,794	69.1	10,050	69.9	10,727	71.2	11,193	71.3	11,543	71.7	12,110	72.8
Female	5,110	36.0	5,197	36.2	5,488	36.4	5,739	36.5	5,834	36.2	6,175	37.1
Male	4,684	33.0	4,853	33.8	5,239	34.8	5,454	34.7	5,709	35.5	5,935	35.7
Total Female	7,722	54.4	7,722	53.7	8,012	53.2	8,308	52.9	8,353	51.9	8,646	51.9
Total Male	6,462	45.6	6,649	46.3	7,063	46.9	7,396	47.1	7,747	48.1	8,000	48.1
Total	14,184		14,371		15,075		15,704		16,100		16,646	



Source: Student Information Reporting System (SIRS)

Full Time Equivalent (FTE) Enrollment, Fall Terms

	2000	2001	2002	2003	2004	2005
USG Regents FTE	12,981	13,056	13,738	14,289	14,715	15,183

Full-Time Equivalent (FTE) Students- Undergraduate=full time undergraduates plus sum of part time undergraduate hours divided by 12; Graduate=full time graduate level students plus sum of part time graduate level hours divided by 9. FTE definition is as of Summer 2003. All years reflect the current definition of FTE.

Enrollment by Age, Fall 2005

Range	Freshman	Sophomore	Junior	Senior	Graduate	Other Undergraduate*	Total	
							no.	%
Below 22	4,834	2,784	1,714	568	11	433	10,344	62.1
22-29	151	335	985	2,120	862	159	4,612	27.7
30-39	46	45	64	133	564	56	908	5.5
40-49	19	21	33	59	345	36	513	3.1
50-59	5	4	5	23	202	12	251	1.5
60 +	0	2	1	0	12	3	18	0.1
Total	5,055	3,191	2,802	2,903	1,996	699	16,646	

* Other Undergraduate - Joint Enrolled, Transients, Post Baccalaureates, and Auditors

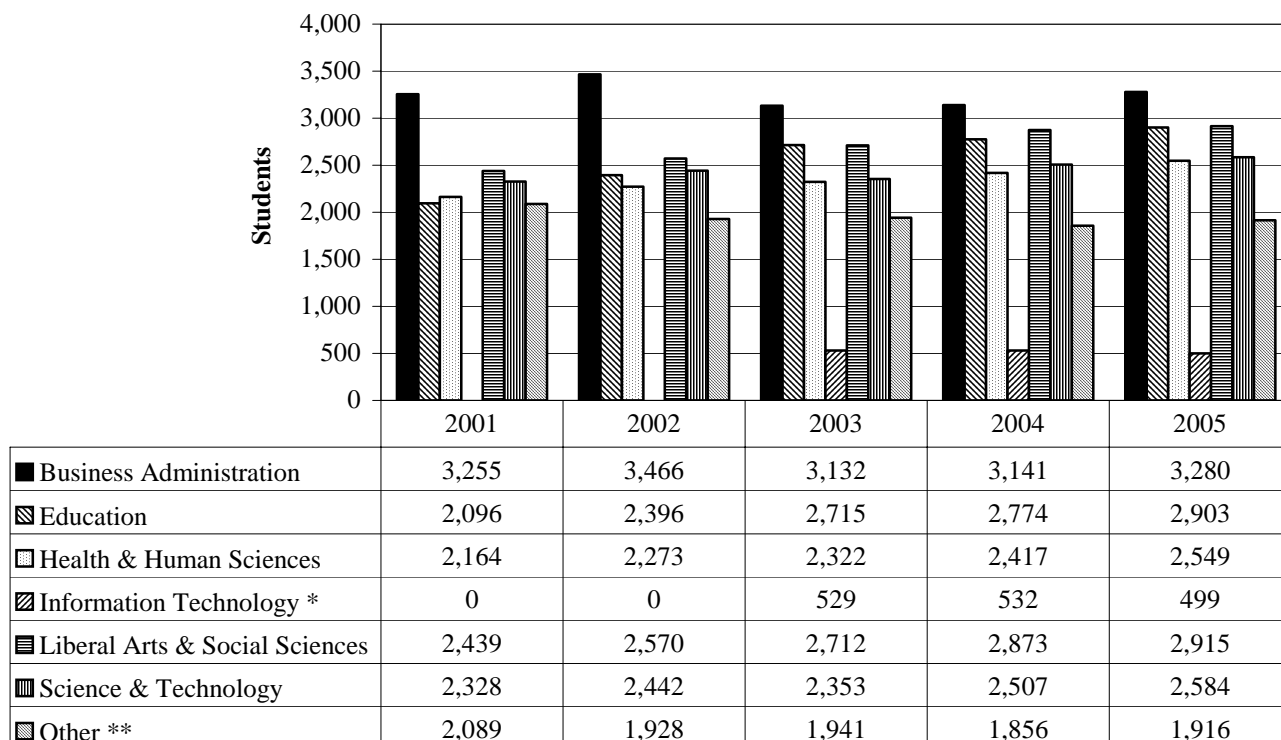
Enrollment by Residency Type, Fall Terms Types of Non-Resident Fee Waivers

Residency Type	2000	2001	2002	2003	2004	2005
Resident	13,327	13,574	14,279	14,819	15,206	15,779
Non-Resident	571	491	508	616	649	660
International Student Waiver	110	121	109	106	91	64
Out-of-State Waiver	63	66	65	64	65	78
Non-Resident Graduate Student Waiver	32	37	37	39	38	33
Military Waiver	29	32	34	29	23	0
University System Employee Waiver	16	12	9	7	5	6
Public School Teacher Waiver	12	17	18	14	9	12
Dependent Student Waiver	10	9	5	0	0	0
Academic Common Market Waiver	6	4	4	2	7	5
Senior Citizen Waiver	5	7	6	7	5	7
Border Student Waiver	3	1	1	1	2	2
Total	14,184	14,371	15,075	15,704	16,100	16,646

Source: Student Information Reporting System (SIRS)

Enrollment by College, Degree, and Major - Fall Terms

Enrollment by College



* Information Technology was a new College as of Fall 2003

** Other - Provost/Academic Affairs/Student Affairs, Non-Degree Transient Graduate

Fall Term	2001	2002	2003	2004	2005	Fall 2005
						% of Total
Total Undergraduate	12,798	13,354	13,696	14,092	14,650	87.5%
Total Graduate	1,573	1,721	2,008	2,008	1,996	12.5%
University Total	14,371	15,075	15,704	16,100	16,646	

Provost/Academic Affairs/Student Affairs	2,076	1,916	1,844	1,768	1,854	11.0%
BA in Economics/International Economics	---	---	6	***	***	
BA in International Studies	37	29	42	55	87	
BS in International Trade	30	30	39	42	32	
BGS in General Studies	39	40	60	75	127	
Non-Degree Undergraduate	455	467	449	333	378	
Undeclared	1,515	1,350	1,248	1,263	1,230	
Dean Graduate Studies & Research	13	12	97	88	62	0.5%
Non-Degree Transient-Graduate	13	12	97	88	62	

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 34)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 33)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Business Administration	3,255	3,466	3,132	3,141	3,280	19.5%
Total Undergraduate	3,010	3,216	2,855	2,845	3,003	20.1%
Total Graduate	245	250	277	296	277	14.7%
BA in:	0	4				
Economics	0	4	***	***	***	
<i>Economics, Economics/International Economics</i>						
BBA in:	2,920	2,983	2,854	2,845	3,002	
Accounting	112	138	151	184	205	
<i>Accounting, Managerial, Pre-Law, Public</i>						
Economics	19	29	30	32	39	
<i>Agri-Business, Business Econ., Economic Development</i>						
<i>International Business, Pre-Agriculture</i>						
Finance	137	190	198	198	184	
<i>Banking, Finance, Financial Planning, Financial Services,</i>						
<i>Real Estate, Rsk Mgt & Insurance</i>						
Information Systems	155	182	143	95	42	
Logis/Intermodal Transport	60	70	84	74	58	
Management	150	211	287	298	316	
<i>Entrepreneurship- Small Business, Management, Human</i>						
<i>Resource Mgmt, Operations Mgmt, Production/Operations</i>						
Marketing	157	212	238	253	280	
<i>Advertising, Fash Merchandising, Retail Mgmt, Sales, Sales Mgmt</i>						
Pre-Business	2,130	1,949	1,718	1,703	1,873	
Regional Economic Development	0	2	5	8	5	
BS in Information Technology	89	168	***	***	***	
BS in Pre-Information Technology	---	61	***	***	***	
Non-Degree Undergraduate	1	0	1	0	1	
MAcc in Accounting	39	31	58	65	61	
MBA in:	181	181	189	205	182	
Business, Business/Exec, Business Adm/Web	181	181	189	205	182	
WebMBA	7	17	16	17	23	
Non-Degree Graduate	18	21	14	9	11	

Notes:

Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 35)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 34)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Education	2,096	2,396	2,715	2,774	2,903	17.2%
Total Undergraduate	1,189	1,340	1,477	1,575	1,685	11.2%
Total Graduate	907	1,056	1,238	1,199	1,218	59.7%
BSed in:	1,188	1,339	1,476	1,574	1,684	
Art Education	7	15	9	10	9	
Early Childhood Education	199	235	293	354	365	
French Education	3	1	0	0	1	
German Education	0	0	0	0	0	
Health & Physical Education	26	40	33	31	21	
Middle Grades Education	68	85	73	54	60	
Pre-Education	694	731	840	940	1,054	
Science Education	16	21	24	16	---	
<i>Biology, Chemistry, Earth Science, Geography</i>						
Social Science Education	10	1	---	---	---	
Spanish Education	6	4	4	3	3	
Special Education	41	54	54	51	58	
Teaching Field-Biology	0	0	0	0	9	
Teaching Field-Business Education	20	23	17	14	13	
Teaching Field-Chemistry	0	0	0	0	2	
Teaching Field-English	21	49	35	20	16	
Teaching Field-Family & Consumer Science	11	8	8	7	5	
Teaching Field-Geography	0	0	0	0	3	
Teaching Field-History	14	30	30	23	23	
Teaching Field-Mathematics Education	30	24	31	28	22	
Teaching Field-Political Science	2	7	8	5	2	
Teaching Field-Spanish	0	0	0	0	2	
Teaching Field-Technology Education	20	11	17	18	16	
Certificate & Non-Degree Undergraduate in:	1	1	1	1	1	
<i>Art Ed, Bus. Ed, Early Childhood Ed, Sci. Ed, Mathematics, Middle Grades, Special Ed, Technology Ed</i>						
MED in:	345	403	453	441	422	
Adult/Vocational Education	1	---	---	---	---	
Art Education	1	0	2	4	5	
Business Education	15	24	19	5	6	
Counselor Education	72	74	92	100	105	
Early Childhood Education	23	43	26	18	18	
Educational Leadership	41	44	55	58	48	
English Education	6	17	11	14	12	
French Education	0	1	2	1	1	
German Education	1	---	---	---	---	
Health & Physical Education	5	3	1	0	3	
Higher Education Administration/Student Services	19	17	20	21	20	
Instructional Technology	33	31	35	37	47	
Mathematics Education	7	7	10	10	7	
Middle Grades Education	31	42	47	32	31	

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 36)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 35)

Fall Term	2001	2002	2003	2004	2005
<i>MED in continued:</i>					
Music Education	0	1	0	0	0
Reading Education/Reading Specialist	24	22	33	31	35
School Admin & Supervision	---	---	---	---	---
School Psychology	16	22	41	40	32
Science Education	10	12	15	9	5
Social Science Education	2	4	4	10	14
Spanish Education	5	4	7	10	3
Special Education	28	27	26	36	25
Technology Education	5	8	7	5	5
<i>EDS in:</i>	146	203	245	200	196
Art Education	2	2	0	---	---
Counselor Education	13	36	34	25	20
Early Childhood Education	5	3	15	4	2
Educational Leadership	58	59	64	56	46
English Education	3	4	8	5	2
Health & Physical Education	1	2	2	---	---
Instructional Technology	13	15	19	8	3
Mathematics Education	2	1	3	1	---
Middle Grades Education	13	22	28	6	1
Music Education	0	2	3	1	---
Reading Education/Reading Specialist	3	7	13	4	1
School Psychology	17	19	22	26	24
Science Education	3	4	5	2	---
Social Science Education	3	4	2	1	---
Special Education	8	23	27	6	---
Technology Education	2	0	---	---	---
Teaching and Learning	---	---	0	55	97
<i>EDD in:</i>	190	193	262	346	447
Curriculum Studies	93	106	151	182	220
Education Administration	97	87	111	164	227
<i>Certificate & Non-Degree Graduate:</i>	226	257	278	212	153

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 37)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 36)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Health & Human Sciences	2,164	2,273	2,322	2,417	2,549	15.0%
Total Undergraduate	2,008	2,116	2,168	2,248	2,386	15.9%
Total Graduate	156	157	154	169	163	8.4%
BS in:	973	1,033	1,045	1,086	1,100	
Child/Family Development	223	198	175	132	127	
Fashion Merchandizing & Apparel Design	92	115	131	151	149	
Hotel/Restaurant Management	85	91	104	132	143	
Interior Design	150	166	106	59	27	
Nutrition	70	74	63	64	79	
<i>Food Science, Dietetics, Hospitality</i>						
Recreation	125	115	117	90	78	
<i>Community Leisure Services, Natural/Cultural Resource Mgmt, Recreation Administration, Resort & Commercial Recreation, Travel & Tourism Mgmt, Commercial Recreation, Pre-Recreation Therapeutic Recreation</i>						
Sport Management	228	274	239	116	97	
Pre-Programs	---	---	110	342	400	
<i>Child/Family Development, Interior Design, Rec/Community Services Rec/Natrl/Cultrl Res Mgt, Therapeutic Rec, Tourism, Sport Management</i>						
BSHS in:	86	85	86	89	78	
Community Health	58	60	66	67	55	
Health Behavior	24	18	9	4	0	
Pre Community Health, Health Behavior, & Health Promo-	4	7	11	18	23	
BSK in:	397	386	372	383	410	
Pre-Exercise Science	---	---	69	138	132	
Exercise Science	209	250	165	119	127	
Pre-Sport Medicine	148	110	113	93	121	
Sports Medicine, Sports Medicine/Athletic Training	40	26	25	33	30	
BSMT in Medical Technology	19	12	14	8	8	
BSN in:	533	600	651	682	789	
Nursing	119	69	216	207	206	
Pre-Nursing	414	531	435	475	583	
Non-Degree Undergraduate	0	0	0	0	1	
MHSA in Health Services Administration	16	9	12	12	15	
MPH in Public Health	15	24	25	25	28	
MS in:	84	80	68	86	85	
Kinesiology	51	45	39	49	45	
Recreation Administration	6	4	3	5	5	
Sport Management	27	31	26	32	35	
MSN in:	37	43	45	43	32	
Family Nurse Practitioner	9	3	6	6	3	
Nursing	28	39	38	36	29	
Rural Community Health Nursing Specialist	0	1	1	1	0	
Non-Degree Graduate	4	1	4	3	3	

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 38)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 37)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Information Technology	---	---	529	532	499	3.3%
Total Undergraduate	---	---	529	532	499	3.8%
BS in:			529	532	499	
Pre-Computer Science	---	---	122	118	98	
Computer Science	---	---	75	73	55	
IT/Knowledge Mgmt & IT Integration	---	---	1	1	4	
IT/Systems Devel & Support	---	---	1	0	0	
IT/Telecomm & Network Admin	---	---	10	17	27	
IT/Web & Multimedia Found	---	---	5	8	11	
Pre-Information Technology	---	---	147	171	212	
Information Technology	---	---	168	141	83	
Information Technology/WEBSIT	---	---	***	***	4	
Non-Degree Undergraduate	---	---	0	3	5	

The College of Information Technology is new as of Fall 2003

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 39)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 38)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Liberal Arts & Social Sciences	2,439	2,570	2,712	2,873	2,915	17.8%
Total Undergraduate	2,268	2,409	2,550	2,700	2,720	19.2%
Total Graduate	171	161	162	173	195	8.6%
BA in:	919	961	1,064	1,245	1,350	
Anthropology	35	33	46	36	33	
Art	58	56	58	87	106	
Communication Arts	54	60	47	44	50	
Economics/International Economics	***	***	0	8	8	
English	96	86	112	115	130	
French	5	11	7	3	2	
German	2	0	4	4	7	
History	97	119	142	153	155	
Music	24	27	13	17	23	
Philosophy	13	17	25	27	31	
Political Science/Pre-Law	33	31	37	47	55	
Political Science	52	65	72	85	89	
Pre-Communication Arts	282	280	264	312	281	
Psychology	103	88	113	175	198	
Sociology	39	56	68	44	46	
Spanish	12	16	28	25	27	
Theatre	14	16	28	21	27	
Writing and Linguistics	---	---	---	42	82	
BFA in Art	144	171	180	184	153	
BM in:	98	88	119	120	105	
Composition	6	6	12	12	8	
Music Ed/Choral Sequence	21	19	30	26	23	
Music Ed/Instrumental Sequence	46	45	55	62	56	
Performance	25	18	22	20	18	
<i>Performance, Elective Studies, Jazz</i>						
BS in:	796	855	828	802	779	
Broadcasting	88	105	104	115	120	
Communication Arts	1	---	---	---	---	
Journalism	44	49	49	46	45	
Political Science/Pre-Law	54	45	35	25	5	
Political Science	76	83	79	81	81	
Pre-Communication Arts	5	2	0	0	0	
Psychology	310	340	329	299	299	
Public Relations	144	158	165	158	174	
Sociology	54	47	43	56	36	
<i>Applied, Social Services, Social Work</i>						
Speech Communication	20	26	24	22	19	
BSJS in Justice Studies	311	334	359	349	333	
Non-Degree Undergraduate	0	0	0	0	0	

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 40)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 39)

Fall Term	2001	2002	2003	2004	2005
MA in:	51	51	49	52	79
English	23	22	23	23	23
History	16	19	13	15	19
Political Science	1	5	3	---	---
Social Science	---	---	---	---	28
Sociology	11	5	10	14	---
Spanish	---	---	---	---	9
MFA in Art	17	13	18	15	13
MM in Music	14	10	14	12	15
MPA in Public Administration	51	47	49	63	59
MS in Psychology	21	28	26	27	25
Non-Degree Graduate	17	12	6	4	4

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 41)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 40)

Fall Term	2001	2002	2003	2004	2005	Fall 2005 % of Total
College of Science & Technology	2,328	2,442	2,353	2,507	2,584	15.6%
Total Undergraduate	2,247	2,357	2,273	2,424	2,503	17.2%
Total Graduate	81	85	80	83	81	4.1%
BA in:	59	57	64	157	243	
Biology	33	25	31	93	160	
Chemistry	11	8	12	25	36	
Geography	0	0	0	15	27	
Geology	11	13	13	17	13	
Mathematics	---	---	---	---	---	
Physics	4	11	8	7	7	
BAS in Technology	9	6	5	---	---	
BS in:	504	302	73	66	169	
Biology	45	---	---	---	---	
Chemistry	78	15	10	4	117	
<i>Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy</i>						
Computer Science	70	80	***	***	***	
Geography	20	17	22	18	14	
Geology	14	21	17	18	14	
Mathematics	23	15	22	23	20	
Physics	34	18	---	---	---	
<i>Physics, Pre-Dentistry, Pre-Medicine, Pre-Engineering Dual</i>						
Pre-Computer Science	215	135	***	***	***	
Pre-Forestry	5	1	2	3	4	
BSB in Biology	451	562	597	612	541	
BSCHEM in:	63	154	224	239	144	
Chemistry	53	74	129	159	87	
Chemistry/Pre-Dentistry	10	7	8	5	12	
Chemistry/Pre-Medicine	0	0	6	1	30	
Chemistry/Pre-Pharmacy	0	73	81	74	15	
BSCET in Civil Engineering Technology	64	76	89	85	114	
BSCONS in Construction Management	227	245	290	315	389	
BSEET in Electrical Engineering Technology	89	104	106	105	92	
BSIET in Industrial Engineering Technology	11	6	2	2	---	
BSMANU in:	64	66	58	58	44	
Apparel Manufacturing	---	---	---	---	---	
Industrial Management	64	66	58	58	44	
BSMAT in:	11	18	16	13	14	
Mathematics, Math/Computer Science	11	18	---	---	---	
Mathematics	---	---	16	13	14	
BSMET in Mechanical Engineering Technology	92	114	140	119	135	
BSP in:	11	9	28	33	37	
Phy/Pre-Dent	***	***	***	***	2	
Phy/Pre-Med	***	***	***	***	2	
Physics	11	9	28	33	33	

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 42)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 41)

Fall Term	2001	2002	2003	2004	2005
BSPMGT in Printing Management	69	70	63	46	37
GTREP/Civil Engineering	38	38	47	46	55
GTREP/Computer Engineering	45	59	52	44	42
GTREP/Electrical Engineering	---	10	30	29	32
GTREP/Mechanical Engineering	---	0	12	53	69
Regents Engineering Transfer Program	94	106	88	75	74
Technology Options Program	323	307	240	271	222
Two Plus Engineering Transfer	22	11	1	---	1
Non-Degree Undergraduate	1	37	48	56	49
MS in Biology	34	42	38	46	43
MS in Mathematics	17	12	17	16	17
MT in Technology	25	26	20	15	16

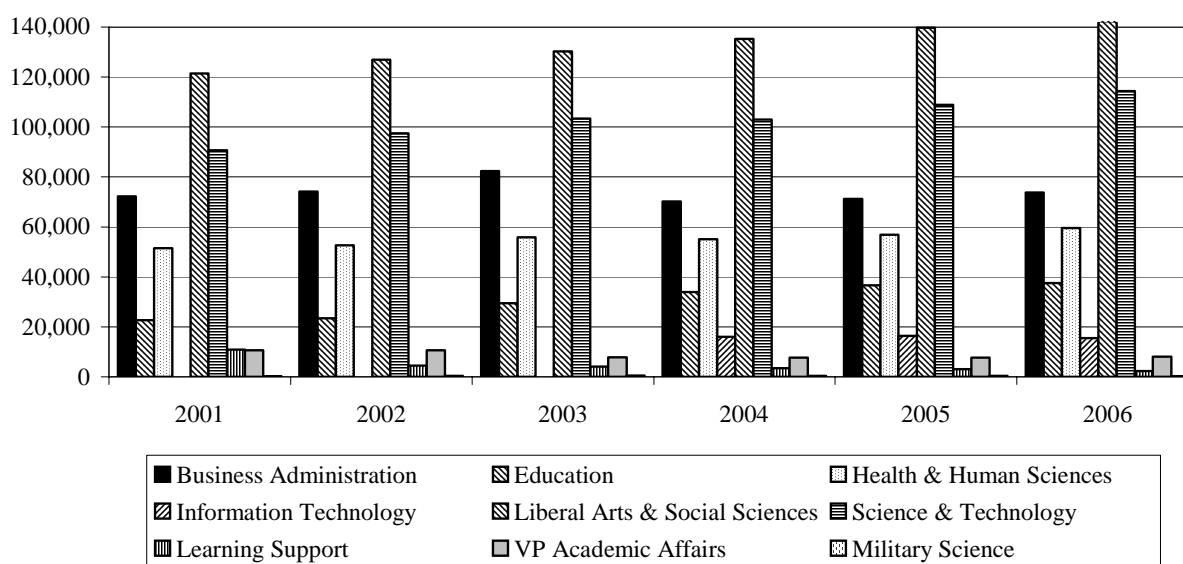
Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Credit Hours Production

Credit Hours Produced by College and Fiscal Year

College	2001	2002	2003	2004	2005	2006
Business Administration	72,257	74,246	82,340	70,218	71,227	73,670
Education	22,691	23,471	29,474	33,991	36,654	37,539
Health & Professional Studies	51,456	52,713	55,876	55,159	56,905	59,489
Information Technology ¹				16,048	16,445	15,528
Liberal Arts & Social Sciences	121,368	126,830	130,276	135,254	139,796	142,238
Science & Technology	90,671	97,500	103,285	102,984	108,852	114,369
Learning Support ²	10,910	4,551	4,091	3,608	3,038	2,359
VP Academic Affairs ³	10,680	10,707	7,784	7,704	7,673	8,153
Military Science ⁴	343	516	534	520	473	352
Total	380,376	390,534	413,660	425,486	441,063	453,697

Credit Hours Produced by College and Fiscal Year



¹ The College of Information Technology was new as of Fall 2003.

² Learning Support Courses, English as a second language classes, and Regents Remediation classes.

³ Bell Honors, Interdisciplinary Studies, International Studies, and Freshman Orientation.

⁴ Military Science Hours are shown separately because the major portion of their cost is paid from non-appropriated funds.

Note: Because of different computing systems and calculation methods it is possible for these numbers to differ from the Regents Fiscal Year Curriculum Inventory Reports. In all such cases the difference is less than 0.07 percent.

Source: Curriculum Inventory Reporting System Files (CIR).

Credit Hours Produced by Level, Fall Terms

	2000	2001	2002	2003	2004	2005
Lower Division	125,317	125,061	126,366	128,294	131,425	135,958
Upper Division	43,511	45,674	53,295	56,557	59,371	61,944
Undergraduate Level	168,828	170,735	179,661	184,851	190,796	197,902
Graduate Level	8,348	8,558	9,858	11,616	12,338	12,015
Total	177,176	179,293	189,519	196,467	203,134	209,917

Note : Military Science credit hours are not included.

Credit Hours Produced by College and Level, Fall 2005

College	Lower	Upper	Total U/G	Graduate	Total
Business Administration	14,592	15,986	30,578	1,792	32,370
Education	1,949	6,424	8,373	6,576	14,949
Health & Human Sciences	14,879	11,106	25,985	1,305	27,290
Information Technology	4,496	2,617	7,113	273	7,386
Liberal Arts & Social Sciences	48,399	15,346	63,745	1,514	65,259
Science & Technology	46,333	10,024	56,357	555	56,912
Learning Support ¹	1,134	0	1,134	0	1,134
VP Academic Affairs ²	4,176	441	4,617	0	4,617
Military Science	53	78	131	0	131
Total	136,011	62,022	198,033	12,015	210,048

Average Class Size by College and Course Level, Fall 2005

College	Lower	Upper	Graduate
Business Administration	50	31	17
Education	36	24	17
Health & Human Sciences	95	26	11
Information Technology	37	20	8
Liberal Arts & Social Sciences	37	17	7
Science & Technology	49	23	3
Learning Support ¹	10	0	0
VP Academic Affairs ²	21	5	0
Military Science	4	7	0
Average by Level	40	22	12

University Wide Average 30

¹ Learning Support Courses, English as a second language classes, and Regents Remediation classes (lower division only).

² Bell Honors, Interdisciplinary Studies, and Freshman Orientation (undergraduate level only).

Retention and Graduation Rates

Fall Term, First Time, Full Time Freshman

First Time Freshman—Student attending Georgia Southern University for the first time at the undergraduate level and never having attended any College before, or, if they have attended College before then they have graduated from High School within 1 year. Includes full time, degree seeking students only. Includes advanced placement students entering at higher than the Freshman level.

Cohort Data is from the Integrated Post-Secondary Education Data System (IPEDS) Fall Enrollment Report.

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Entering Cohort	2981	3177	3130	2579	2867	3262	2853	2628	2593	2735	2983
1 st Year Retention	67%	69%	72%	72%	70%	74%	75%	77%	76%	79%	78%
2 nd Year Retention	50%	53%	53%	53%	54%	57%	61%	63%	63%	66%	
3 rd Year Retention	43%	47%	46%	44%	47%	51%	54%	56%	55%		
4 th Year Retention	29%	31%	30%	31%	33%	37%	37%	36%			
Graduated <= 4 Years	12%	12%	12%	12%	11%	12%	13%	16%			
Graduated <= 5 Years	28%	32%	30%	30%	31%	34%	35%				
Graduated <= 6 Years	34%	38%	36%	37%	38%	41%					

1st Year Retention by Race and Gender

Fall 2004 Cohort Returning Fall 2005

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	292	305	597	77	114	191	1,026	1,169	2,195	1,395	1,588	2,983
1 st Year Retention	85%	79%	82%	78%	67%	71%	81%	74%	77%	82%	74%	78%

Graduation Rate by Race and Gender

Fall 1999 Cohort

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	531	382	913	86	83	169	1,111	1,069	2,180	1,728	1,534	3,262
Graduated <= 4 Years	13%	5%	10%	14%	5%	9%	18%	7%	13%	17%	6%	12%
Graduated <= 5 Years	41%	22%	33%	37%	19%	28%	42%	26%	34%	41%	25%	34%
Graduated <= 6 Years	51%	31%	43%	44%	25%	35%	46%	35%	41%	47%	34%	41%

Source: Integrated Post-Secondary Education Data System (IPEDS) Fall Enrollment Reports and the Student Information Reporting System (SIRS).

Enrollment Comparisons, University System of Georgia

Headcount, Equivalent Full Time (EFT), and Full Time Status

Institution	Enrollment - Fall Semester			EFT - Fall Semester			% Full Time Enrollment Fall 2005
	2005	2004	% diff.	2005	2004	% diff.	
Georgia Institute of Technology	17,135	16,841	1.7	16,299	16,022	1.7	89.8
Georgia State University	25,967	27,261	-4.7	22,635	23,242	-2.6	68.2
Medical College of Georgia	2,585	2,556	1.1	2,522	2,475	1.9	94.7
University of Georgia	33,660	33,405	0.8	31,492	31,285	0.7	85.2
Research Universities	79,347	80,063	-0.9	72,948	73,024	-0.1	81.0
Georgia Southern University	16,646	16,100	3.4	15,183	14,715	3.2	82.5
Valdosta State University	10,503	10,400	1.0	9,431	9,295	1.5	76.0
Regional Universities	27,149	26,500	2.4	24,614	24,010	2.5	80.0
Albany State University	3,649	3,668	-0.5	3,302	3,297	0.2	77.4
Armstrong Atlantic State University	6,710	7,009	-4.3	5,502	5,614	-2.0	58.1
Augusta State University	6,333	6,368	-0.5	5,361	5,354	0.1	62.6
Clayton College & State University	6,212	5,954	4.3	4,967	4,673	6.3	53.9
Columbus State University	7,475	7,224	3.5	6,240	6,025	3.6	63.0
Fort Valley State University	2,174	2,558	-15.0	2,000	2,345	-14.7	82.8
Georgia College & State University	5,662	5,531	2.4	5,202	4,987	4.3	80.8
Georgia Southwestern State University	2,427	2,323	4.5	2,123	2,016	5.3	71.5
Kennesaw State University	18,556	17,961	3.3	15,931	15,191	4.9	64.5
North Georgia College & State University	4,765	4,552	4.7	4,222	4,060	4.0	73.2
Savannah State University	3,091	2,800	10.4	2,853	2,564	11.3	78.7
Southern Polytechnic State University	3,807	3,803	0.1	3,184	3,157	0.9	61.6
State University of West Georgia	10,154	10,216	-0.6	8,907	8,898	0.1	72.3
State Universities	81,015	79,967	1.3	69,794	68,181	2.4	67.2
Dalton State College	4,267	4,252	0.4	3,122	2,997	4.2	45.0
Gainesville College	5,985	5,781	3.5	4,892	4,787	2.2	59.3
Macon State College	6,150	5,733	7.3	4,624	4,249	8.8	45.3
State Colleges	16,402	15,766	4.0	12,638	12,033	5.0	50.4
Abraham Baldwin Agricultural College	3,423	3,362	1.8	2,929	2,849	2.8	65.4
Atlanta Metropolitan College	1,748	1,802	-3.0	1,351	1,382	-2.2	49.6
Bainbridge College	2,475	2,620	-5.5	1,825	1,979	-7.8	38.5
Coastal Georgia Community College	3,063	2,879	6.4	2,144	2,032	5.5	32.7
Darton College	4,578	4,126	11.0	3,408	3,088	10.4	46.5
East Georgia College	1,511	1,318	14.6	1,338	1,142	17.2	73.9
Georgia Highlands College	3,817	3,416	11.7	3,072	2,724	12.8	53.9
Georgia Perimeter College	20,461	20,316	0.7	15,327	15,395	-0.4	44.7
Gordon College	3,500	3,449	1.5	3,014	2,959	1.9	66.8
Middle Georgia College	2,677	2,627	1.9	2,274	2,189	3.9	67.5
South Georgia College	1,504	1,443	4.2	1,319	1,213	8.7	68.9
Waycross College	882	1,005	-12.2	622	663	-6.2	41.8
Two-Year Colleges	49,639	48,363	2.6	38,623	37,615	2.7	50.5
University System Totals	253,552	250,659	1.2	218,617	214,863	1.7	68.5

Source: USG Semester Enrollment Report—Fall 2005 – Enrollment, EFT, and Full Time Status (page 1)

Enrollment by Class Level, Fall 2005

Institution	Joint Enrolled	Freshman	Sophomore	Junior	Senior	Graduate/ Prof.	Other ¹	Total
Georgia Institute of Technology	41	3,086	2,543	2,539	3,456	5,294	176	17,135
Georgia State University	43	3,960	3,278	4,148	6,549	7,001	988	25,967
Medical College of Georgia	0	0	12	386	306	1,408	473	2,585
University of Georgia	23	5,306	5,533	6,453	7,499	8,456	390	33,660
Research Universities	107	12,352	11,366	13,526	17,810	22,159	2,027	79,347
Georgia Southern University	90	5,055	3,191	2,802	2,903	1,996	609	16,646
Valdosta State University	30	2,942	1,936	1,874	2,260	1,410	51	10,503
Regional Universities	120	7,997	5,127	4,676	5,163	3,406	660	27,149
Albany State University	0	1,120	717	611	714	421	66	3,649
Armstrong Atlantic State University	37	1,913	1,247	1,166	1,329	795	223	6,710
Augusta State University	75	2,207	1,152	933	1,052	851	63	6,333
Clayton College & State University	36	1,864	1,319	1,345	1,605	0	43	6,212
Columbus State University	21	2,451	1,460	1,202	1,464	851	26	7,475
Fort Valley State University	10	688	458	381	455	177	5	2,174
Georgia College & State University	19	1,545	1,083	1,076	1,051	861	27	5,662
Georgia Southwestern State University	42	725	392	443	619	189	17	2,427
Kennesaw State University	140	4,434	3,815	3,676	4,574	1,817	100	18,556
North Georgia College & State University	20	1,222	861	931	1,130	575	26	4,765
Savannah State University	6	1,366	540	458	569	116	36	3,091
Southern Polytechnic State University	6	796	709	744	1,023	476	53	3,807
State University of West Georgia	93	3,258	1,750	1,492	1,698	1,808	55	10,154
State Universities	505	23,589	15,503	14,458	17,283	8,937	740	81,015
Dalton State College	54	2,154	1,065	534	419	0	41	4,267
Gainesville College	122	3,718	1,987	0	0	0	158	5,985
Macon State College	123	2,856	1,176	863	999	0	133	6,150
State Colleges	299	8,728	4,228	1,397	1,418	0	332	16,402
Abraham Baldwin Agricultural College	29	1,974	1,396	0	0	0	24	3,423
Atlanta Metropolitan College	0	1,155	528	0	0	0	65	1,748
Bainbridge College	302	1,319	850	0	0	0	4	2,475
Coastal Georgia Community College	60	1,911	968	0	0	0	124	3,063
Darton College	68	2,769	1,675	0	0	0	66	4,578
East Georgia College	20	1,183	284	0	0	0	24	1,511
Georgia Highlands College	67	2,529	1,147	0	0	0	74	3,817
Georgia Perimeter College	900	11,890	7,218	0	0	0	453	20,461
Gordon College	68	2,365	1,055	0	0	0	12	3,500
Middle Georgia College	124	1,743	783	0	0	0	27	2,677
South Georgia College	10	984	495	0	0	0	15	1,504
Waycross College	6	510	224	0	0	0	142	882
Two-Year Colleges	1,654	30,332	16,623	0	0	0	1,030	49,639
University System Totals	2,685	82,998	52,847	34,057	41,673	34,502	4,789	253,552

¹ Other - Transients, Post Baccalaureate (non-degree), Auditor, and Residents & Interns (Research Universities only).

Source: USG Semester Enrollment Report—Fall 2005 - Classification of Current Enrollment (page 2)

Credit Hours Produced Annually, Fiscal Year

Institution	2000	2001	2002	2003	2004	2005	% of System
							Total (FY2005)
Georgia Institute of Technology	431,693.5	473,657.0	501,485.0	525,018.0	531,844.0	536,613.0	8.2%
Georgia State University	565,711.3	577,050.0	637,016.5	704,534.0	709,994.5	692,780.0	10.6%
Medical College of Georgia	115,325.0	116,341.0	116,055.0	120,559.0	128,615.0	136,851.0	2.1%
University of Georgia	857,415.9	855,803.6	887,144.8	916,043.7	952,921.9	940,919.8	14.5%
Research Universities	1,970,145.7	2,022,851.6	2,141,701.3	2,266,154.8	2,323,375.5	2,307,163.8	35.4%
							0.0
Georgia Southern University	386,832.0	380,033.0	389,946.0	412,820.0	424,966.0	440,590.0	6.8%
Valdosta State University	231,803.0	230,911.0	241,771.0	255,478.0	271,372.0	275,231.0	4.2%
Regional Universities	618,635.0	610,944.0	631,717.0	668,298.0	696,338.0	715,821.0	11.0%
							0.0
Albany State University	90,701.0	94,967.0	94,925.0	100,534.0	99,254.0	100,096.0	1.5%
Armstrong Atlantic State University	128,667.0	125,308.0	133,927.0	143,016.0	160,352.0	163,379.0	2.5%
Augusta State University	124,591.0	121,108.0	130,066.0	140,391.0	149,191.0	154,577.0	2.4%
Clayton College & State University	99,788.0	103,834.0	108,689.0	125,338.0	137,943.0	143,742.0	2.2%
Columbus State University	120,172.0	125,305.0	134,070.0	154,987.0	172,257.0	179,749.0	2.8%
Fort Valley State University	75,329.0	76,421.0	72,052.0	69,911.0	72,450.0	71,188.0	1.1%
Georgia College & State University	126,967.0	129,114.0	132,414.0	145,179.0	148,392.0	145,099.0	2.2%
Georgia Southwestern State University	63,294.0	63,948.0	64,324.0	62,265.0	61,909.0	61,503.0	0.9%
Kennesaw State University	305,615.0	311,447.0	331,906.0	380,927.0	426,165.0	440,481.0	6.8%
North Georgia College & State University	94,640.0	96,749.0	103,877.0	112,577.0	122,951.0	124,360.0	1.9%
Savannah State University	57,560.0	56,226.0	62,602.0	68,466.0	78,789.0	75,827.0	1.2%
Southern Polytechnic State University	86,584.0	82,372.0	85,652.0	89,538.0	92,382.0	93,379.0	1.4%
State University of West Georgia	208,194.0	216,628.0	223,789.0	239,041.0	254,393.0	256,141.0	3.9%
State Universities	1,582,102.0	1,603,427.0	1,678,293.0	1,832,170.0	1,976,428.0	2,009,521.0	30.9%
							0.0
Dalton State College	60,191.0	61,418.0	73,700.0	81,887.0	84,271.0	84,070.0	1.3%
Macon State College	74,452.0	86,885.0	98,332.0	110,359.0	120,224.0	126,457.0	1.9%
State Colleges	134,643.0	148,303.0	172,032.0	192,246.0	204,495.0	210,527.0	3.2%
							0.0
Abraham Baldwin Agric. College	60,764.0	64,345.0	68,659.0	73,934.0	79,106.0	81,413.0	1.3%
Atlanta Metropolitan College	48,780.0	46,273.0	46,296.0	48,805.0	45,494.0	45,206.0	0.7%
Bainbridge College	25,118.0	26,076.0	34,871.0	44,513.0	50,298.0	61,313.0	0.9%
Coastal Georgia Community College	35,137.0	37,839.0	42,177.0	49,111.5	56,993.0	60,896.0	0.9%
Darton College	59,019.5	64,387.5	73,515.5	82,730.5	93,533.0	99,534.0	1.5%
East Georgia College	27,583.0	28,174.0	29,524.0	32,396.0	30,907.0	31,520.0	0.5%
Gainesville College	46,338.0	48,211.0	55,601.0	66,626.0	74,249.0	133,295.0	2.0%
Georgia Highlands College	66,567.0	71,793.0	82,476.0	93,918.0	122,634.0	79,672.0	1.2%
Georgia Perimeter College	296,888.0	305,240.0	353,495.0	424,518.0	455,404.0	470,446.0	7.2%
Gordon College	67,410.0	69,863.0	77,005.0	78,079.0	82,591.0	83,364.0	1.3%
Middle Georgia College	48,506.0	49,270.0	55,054.0	55,655.0	63,765.0	67,538.0	1.0%
South Georgia College	28,064.0	27,887.0	29,528.0	32,555.0	32,816.0	35,032.0	0.5%
Waycross College	18,389.0	17,271.0	17,557.0	18,647.0	20,226.0	18,459.0	0.3%
Two-Year Colleges	828,563.5	856,629.5	965,758.5	1,101,488.0	1,208,016.0	1,267,688.0	19.5%
University System Totals	5,134,089	5,242,155	5,589,502	6,060,357	6,408,653	6,510,721	
Lower Division	3,172,931.5	3,231,012.5	3,448,657.5	3,726,690.5	3,950,238.0	4,027,416.0	
Upper Division	1,263,982.1	1,286,834.0	1,377,773.0	1,476,614.0	1,545,983.0	1,591,708.5	
Graduate/Professional	697,175.4	724,308.6	763,071.3	857,052.2	912,431.4	891,596.3	

Source: USG Fiscal Year Semester Credit Hours Summaries

Georgia Southern University Accreditations

Georgia Southern University	Southern Association of Colleges and Schools
Athletics Program	National Collegiate Athletic Association
Career Services	Accreditation Council for Cooperative Education
Counseling Center	International Association of Counseling Services
Family Life Center	National Association for the Education of Young Children
Museum	American Association of Museums
College of Business Administration	
Undergraduate & Graduate	Association to Advance Collegiate Schools of Business
Accounting	Association to Advance Collegiate Schools of Business
College of Education	
Undergraduate & Graduate	National Council for Accreditation of Teacher Education Georgia Professional Standards Commission
College of Health and Human Sciences	
Coaching Education	National Council for Accreditation of Coaching Education Level 3
Interior Design	Council for Interior Design Accreditation
Nursing (Undergraduate & Graduate)	Georgia Board of Nursing Commission on Collegiate Nursing Education
Nutrition/Food Science (Didactic Program in Dietetics)	Commission on Accreditation for Dietetics Education
Recreation (Community Leisure Services, Natural and Cultural Resources, Therapeutic Recreation, and Tourism and Commercial Recreation)	National Recreation & Park Association / American Association for Leisure & Recreation Council on Accreditation
Sport Management (Undergraduate & Graduate)	North American Society for Sport Management National Association for Sport & Physical Education
Sports Medicine (Athletic Training Education)	Commission on Accreditation of Allied Health Education Programs
College of Information Technology	
Computer Sciences	Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board
Information Technology	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
College of Liberal Arts and Social Sciences	
Art (Undergraduate & Graduate)	National Association of Schools of Art & Design
Music (Undergraduate & Graduate)	National Association of Schools of Music
Public Administration	National Association of Schools of Public Affairs and Administration
Allen E. Paulson College of Science and Technology	
Construction Management	American Council for Construction Education
Chemistry	American Chemical Society
Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Industrial Technology (Manufacturing, and Graphic Communications Management)	National Association of Industrial Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Source: Office of the Provost and Vice President for Academic Affairs - May 16, 2006

Degrees and Majors Authorized by College

College of Business Administration

Master of Accounting
Master of Business Administration
Bachelor of Business Administration
with Majors in :
Accounting
Economics
Finance
Information Systems
Logistics and Intermodal Transportation
Management
Marketing
Regional Economic Development
Bachelor of Arts
with Major in Economics

College of Education

Doctor of Education
with Majors in :
Curriculum Studies
Education Administration
Specialist in Education
with Majors in :
Counselor Education
Educational Leadership
School Psychology
Teaching & Learning
Master of Education
with Majors in :
Art Education
Business Education
Counselor Education
Early Childhood Education
Educational Leadership
English Education
French Education
Health & Physical Education
Higher Education Administration
Instructional Technology
Mathematics Education
Middle Grades Education
Music Education
Reading Education
School Psychology
Science Education
Social Science Education
Special Education
Technology Education
Bachelor of Science in Education
with Majors in :
Art Education
Biology Education
Business Education
Chemistry Education
Early Childhood Education
English Education
Family and Consumer Sciences

French Education
Geography Education
German Education
Health & Physical Education
History Education
Mathematics Education
Middle Grades Education
Physics Education
Political Science Education
Spanish Education
Special Education
Technology Education

College of Health & Human Sciences

Master of Health Services Administration
Master of Public Health
Master of Science
with Majors in :
Kinesiology
Recreation Administration
Sport Management
Master of Science in Nursing
Bachelor of Science
with Majors in :
Child and Family Development
Fashion Merchandising & Apparel Design
Hotel and Restaurant Management
Interior Design
Nutrition and Food Science (Dietetics)
Recreation
Sport Management
Bachelor of Science in Health Science
with Majors in :
Community Health
Health Behavior
Bachelor of Science in Kinesiology
with Majors in :
Exercise Science
Sports Medicine
Bachelor of Science in Medical Technology
Bachelor of Science in Nursing

College of Information Technology

Bachelor of Science
with Majors in :
Computer Science
Information Technology

College of Liberal Arts & Social Sciences

Master of Arts
with Majors in :
English
History
Social Science
Spanish

(Continued on page 51)

Degrees and Majors Authorized by College

(Continued from page 50)

Master of Fine Arts
Master of Music
Master of Public Administration
Master of Science

with Major in Psychology

Bachelor of Arts

with Majors in :

Anthropology

Art

Communication Arts

English

French

German

History

Music

Philosophy

Political Science

Psychology

Sociology

Spanish

Writing & Linguistics

Bachelor of Fine Arts

with Major in Art

Bachelor of Music

Bachelor of Science

with Majors in :

Communication Arts

Political Science

Psychology

Sociology

Bachelor of Science in Justice Studies

College of Science and Technology

Master of Science

with Majors in :

Biology

Mathematics

Master of Technology

Bachelor of Arts

with Majors in :

Biology

Chemistry

Geography

Geology

Physics

Bachelor of Science

with Majors in :

Geography

Geology

Mathematics

Bachelor of Science in Biology

Bachelor of Science in Chemistry

Bachelor of Science in Civil Engineering Technology

Bachelor of Science in Construction Management

Bachelor of Science in Electrical Engineering Technology

Bachelor of Science in Graphic Communications Mgmt

Bachelor of Science in Manufacturing

with Major in Industrial Management

Bachelor of Science in Mathematics

Bachelor of Science in Mechanical Engineering Technology

Bachelor of Science in Physics

Interdisciplinary

Bachelor of Arts

with Major in International Studies

Bachelor of Science

with Major in International Trade

Bachelor of General Studies

Degrees Conferred by College & Fiscal Year

	2001	2002	2003	2004	2005	2006	2006 % of Total
College of Business Administration							
Master of Accounting	29	31	33	28	38	37	
Master of Business Administration	61	77	71	75	74	72	
WebMBA	0	0	4	15	2	13	
Bachelor of Business Administration	574	439	535	592	590	529	
College Total (COBA)	664	547	643	710	704	651	24.5%
College of Education							
Doctor in Education	9	43	23	23	22	27	
Education Specialist	42	43	51	70	84	66	
Master of Education	153	154	168	226	175	172	
BS in Education	221	241	181	208	237	306	
College Total (COE)	425	481	423	527	518	571	21.5%
College of Health & Human Sciences							
Master of Health Services Administration	0	5	2	4	3	2	
Master of Public Health	3	1	6	6	9	9	
Master of Science	33	39	37	34	30	32	
Master of Science in Nursing	11	10	11	7	10	15	
BS in Health Science	42	28	34	37	54	37	
Bachelor of Science in Kinesiology	62	44	63	56	60	50	
BS in Medical Technology	2	2	0	4	1	0	
BS in Nursing	85	63	63	90	87	81	
Bachelor of Science	251	250	281	281	272	248	
College Total (CHHS)	489	442	497	519	526	474	17.8%
College of Information Technology							
Bachelor of Science				40	58	83	
College Total (CIT)				40	58	83	3.1%
College of Liberal Arts & Social Sciences							
Master of Arts	17	13	9	27	11	20	
Master of Fine Arts	4	4	1	6	3	3	
Masters in Music	2	6	4	4	3	4	
Master of Public Administration	24	20	23	22	19	23	
Master of Science	8	7	11	8	11	11	
Bachelor of Arts	86	89	100	131	136	142	
Bachelor of Fine Arts	25	31	37	34	42	39	
Bachelor of Music	12	13	11	7	20	9	
Bachelor of Science	191	185	218	206	241	174	
BS in Justice Studies	59	57	64	74	79	72	
College Total (CLASS)	428	425	478	519	565	497	18.7%
College of Science & Technology							
Master of Science	17	16	13	15	12	19	
Master of Technology	3	11	8	11	6	4	
Bachelor of Arts	5	7	6	7	15	15	
Bachelor of Applied Science	2	1	1	1	0	0	
Bachelor of Science	28	36	23	20	13	15	
BS in Biology	45	52	78	73	66	76	
BS in Civil Engineering Technology	10	10	10	8	17	15	
Bachelor of Science in Chemistry	18	23	10	23	19	28	

*The College of Information Technology was new as of Fall 2003.

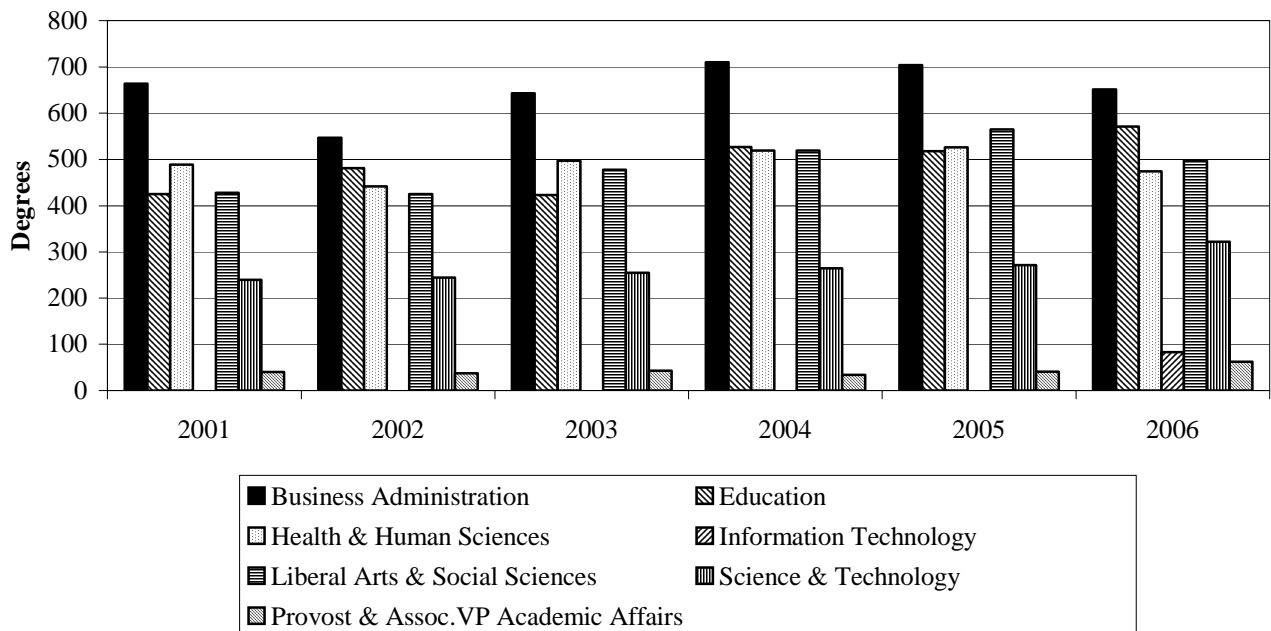
(continued on page 53)

Degrees Conferred by College & Fiscal Year

(continued from page 52)

	2001	2002	2003	2004	2005	2006	2006 % of Total
<i>COST continued</i>							
BS in Construction	41	37	37	35	51	61	
BS in Electrical Engineering Technology	16	10	20	12	19	26	
BS in Graphic Communications Mgmt	---	---	---	---	---	13	
BS in Industrial Engineering Technology	5	1	---	---	---	---	
Bachelor of Science in Mathematics	2	4	1	0	0	0	
Bachelor of Science in Physics	2	4	4	3	6	6	
BS in Printing Management	21	12	12	21	17	4	
BS in Manufacturing	11	9	18	21	14	14	
BS in Mechanical Engineering Technology	13	12	14	15	17	26	
College Total (COST)	239	245	255	265	272	322	12.1%
<i>Provost & Assoc.VP Academic Affairs</i>							
Bachelor of Arts	7	6	9	6	4	12	
Bachelor of General Studies	28	23	28	25	29	44	
Bachelor of Science	5	8	6	3	8	6	
College Total (P&AVPAA)	40	37	43	34	41	62	2.3%
Total Degrees	2,285	2,177	2,339	2,614	2,684	2,660	

Degrees Conferred by College and Fiscal Year



Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS).

The Division of Continuing Education and Public Service

The mission of the Division of Continuing Education and Public Service is to meet the lifelong learning needs of Southeast Georgia. The Division provides a variety of programs designed to improve the education and skills of the region's workforce, to enhance societal and cultural understanding, to facilitate healthy lifestyles and constructive use of leisure time, and to address the personal development and enrichment needs of the region's citizens. The Division also oversees the University's outreach centers and region centers in Brunswick, Dublin, Hinesville, and Savannah.

Continuing Education

Non-Credit Programs:

The Continuing Education Center works closely with the Colleges of the University to provide non-credit programs designed for professionals. Programs offered reflect the expertise of faculty in the Colleges of Business Administration; Education; Health and Human Services; Information Technology; Liberal Arts and Social Sciences; and Science and Technology. The Continuing Education Center also offers a variety of personal development and leisure courses throughout the year. As the University reporting unit for Continuing Education Units (CEU's), the Continuing Education Center reports all continuing education activity to the University System Board of Regents on a quarterly basis.

In the fiscal year 2006, the Continuing Education Center:

- coordinated 23 conferences.
- coordinated 60 professional development programs and 68 personal development programs.
- conducted 1 contractual training program in the region.
- 131 students completed non-credit on-line courses.
- in partnership with other units on campus, generated 12,119.73 Continuing Education Units (CEU credits) through a total of 638 programs.
- provided training that resulted in 5189.20 hours of professional credit for Professional Learning Units, National Association of Social Workers, Georgia Nurses Association, Georgia State Board of Nursing Home Administrators, Prevention Credentialing Consortium of Georgia Southern University, Georgia Association of Marriage and Family Therapy, Georgia Psychological Association, and Peace Officers Standards and Training.
- unit involved over 22,687 individuals in lifelong learning.

Outreach Centers on the Georgia Southern Campus

Georgia Southern University Botanical Garden:

The 11-acre Garden is an educational, recreational and research resource for the University, community, and region. Its collections, exhibits and programs focus on the beauty, biology, and ecology of plants, the Coastal Plain flora, environmentally responsible gardening, sustainability.

- Number of species: 50 trees, 60 shrubs and vines, 150 herbaceous plants
- Total number of visitors in FY05: 15,000
- Total programs: 125

The Georgia Southern University Museum:

The Georgia Southern University Museum exists to foster and support lifelong learning and engaged citizenship in southeast Georgia. The museum supports the University's mission of teaching, research and service specifically through collections, exhibits and educational outreach. Permanent collections and exhibits focus on preserving the natural and cultural history of the Coastal Plain. Temporary exhibits and collections interpret a broad array of topics in cooperation with university faculty.

- Total number of visitors: 28,000
- Georgia counties served by outreach programs Projects SENSE and BESST: 29
- K-5 school students served by outreach programs: 8,334
- Five special exhibits in FY 06: *The Plague*; *The Physics of Sound: Exploring the Science of Music*; *Midway: Between Slavery and Self-Sufficiency: The Remaking of a Black Community, 1860-1875*; *Paper Packaging: The Secret Lives of Boxes and Bags*; *Lego: Ocean Adventure*. "Games"; "Bubbles"; "Hatching the Past: The Great Dinosaur Egg Hunt"

(Continued on page 55)

The Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center

The 4.5 acre nature center displays 11 species of eagles, hawks, falcons, owls, and vultures in natural habitat enclosures. Flighted raptor demonstrations and reptile programs are offered to the public.

- Total number of visitors in FY06: 9,000 (school field trips), 5,000 (weekend/after hours visitors) = 14,000 (The decrease in the number of on-site visitors for FY06 is a direct result of a decreased number of on-site activities such as Center After Hours programs and a decrease in school field trips as a result of gas prices.)
- Off-site Raptor and Wildlife Exhibitions: 160 off-site programs for 391,000

The Performing Arts Center

The 34,000 square foot Performing Arts Center (PAC) is an 825-seat, state of the art theatre that has completed its fourth season. The 2005-2006 professional touring season consisted of a Broadway Series of favorites including *Oklahoma!*, *Mame*, and *Hamlet*. Audiences for the Concert Series were thrilled by the performances of the *Nitty Gritty Dirt Band*, Grammy winner *Kathy Mattea* and the legendary New Orleans *Preservation Hall Jazz Band*. The PAC Dance Series bought the audience to their feet for standing ovations with the performances of The Alvin Ailey Dance Company, *Ailey II*, the *North Carolina Dance Theatre's* presentation of "Under Southern Skies" with live music by *The Greasy Beans* and the high-stepping *Trinity Irish Dance Company*. The fourth season also included a Family Series that presented *Hal Holbrook as Mark Twain*, *Vienna Choir Boys* and the *Peking Acrobats*. Of the twelve season shows, eight were sold-out performances. A School Matinee Series for local and surrounding counties' school children brought professional theatre into the lives of K-8 students with performances of *Come Back Amelia Bedelia*, *Junie B. Jones* and *America! We the People*. The Georgia Southern University Foundation also presented *Bob Newhart* for their 1906 Society Gala. The PAC is also the venue for performances presented by university departments, student organizations and the community.

For Fiscal Year 2006:

- Total number of visitors: 43,000
- Season ticket holders: 605
- Professional touring shows: 12
- School matinee shows: 6
- University events: 48
- Community events: 7
- Summer Drama Camp and performance

Emerging Technology Center

The Emerging Technology Center at Georgia Southern University provides support and training for all activities of the University pertaining to the use of instructional and emerging technology. It is our primary mission to provide training and support for instructional technology used in the teaching and learning process. This includes centralized support, maintenance and training for Smart classrooms, educational technology software applications, online course management software (WebCT), videoconferencing, and all other emerging instructional technology.

Our facilities provide the ability to participate in two-way interactive videoconferencing with institutions and centers in our region, throughout the state, and even around the world. We also provide satellite downlink and online courses.

For fiscal year 2006, the Center supported the teaching of 57 videoconferencing courses to 788 students, 263 online courses were offered with an enrollment of 4,829 students. Additionally, nearly 1,300 courses were taught using online course management software (WebCT) as supplemental to instruction.

Off Campus Centers

Coastal Georgia Center

The Coastal Georgia Center is an academic and conference facility located in the heart of historic Savannah, Georgia, adjacent to the Savannah Visitors Center. The Coastal Georgia Center is operated by Georgia Southern University in partnership with Armstrong Atlantic State University and Savannah State University. The facility features over 50,000 square feet of state-of-the-art meeting and class rooms that house multiple size groups, open and inviting common spaces, offices, and a professional staff that provide services ranging from technical support to catering and concierge services. The Coastal Georgia Center fulfills its mission by offering graduate level courses, hosting events in support of local economic development, and serving as an affordable venue for continuing education classes and conferences.

Highlights of Academic Year 2005 - 06 include:

- 100 graduate courses were held at the Coastal Georgia Center during the 2005 – 2006 Academic Year. Georgia Southern University offered graduate courses in Education, Business, and Accounting, while Savannah State University offered graduate level courses in Social Work, Public Administration, and Urban Studies.
- Community and non-university sponsored events at the Coastal Georgia Center during the 2005 -2006 Academic Year totaled 1,011. These meetings and conferences were sponsored by a variety of governmental agencies, businesses, civic groups and other organizations.
- Over 230 continuing education bookings by Georgia Southern University were among the 370 plus total bookings by the Center's partner institutions during the 2005 – 2006 Academic Year. These programs supported economic development, continuing education, and professional development.
- Recently renovated auditorium with upgraded technology and audio visual equipment that provides customer-friendly operations.
- Ten Smart Classrooms with built-in ceiling mounted LCD projectors, instructor workstations, VHS/DVD capability, full sound systems, and broadband internet connections enhance the Center's technology.

Dublin Center

Located in Dublin, Georgia, the Center serves as a residence center for both Georgia Southern University and Middle Georgia College. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master's and Ed.S. degrees. Georgia Southern offered courses with a total enrollment of 959 students during FY 2006.

Brunswick Center

Located in Brunswick, Georgia on the campus of Coastal Georgia Community College, the Center serves as a residence center for Georgia Southern University and Armstrong Atlantic State University. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master's degrees. Georgia Southern offered courses with a total enrollment of 247 students* during the 2006 fiscal year.

* Does not include distance education students.

Engineering Studies Programs at Georgia Southern University

Purpose

The purpose of the Engineering Studies Programs at Georgia Southern University is as follows: (1) to increase the accessibility to an engineering education in the State of Georgia; (2) to provide the course work required during the first two years of the curricula for the engineering degree programs offered by the Georgia Institute of Technology, the University of Georgia, and other engineering schools; and (3) to develop study habits and engineering problem-solving capability for students to be successful in their junior and senior engineering courses as well as in their professional careers.

The RETP and GTREP

The Engineering Studies Program consists of two main programs or classifications: The Regents Engineering Transfer Program (RETP) and the Georgia Tech Regional Engineering Program (GTREP). Both of these programs lead to an engineering degree from Georgia Tech. The RETP accesses all Tech engineering majors, while the GTREP provides access to majors in civil, computer, electrical, and mechanical engineering. Both programs follow the same curriculum for a particular engineering major. After the first two years of study have been successfully completed, RETP students physically relocate to the main campus of Georgia Tech in Atlanta, while the GTREP students become Georgia Tech students in residence on the GSU campus, and remain here for the duration of the program. Since 1988 the RETP has sent more than 300 students to the Atlanta campus, and 87% of them have completed their engineering degree (or are still active students in good standing) with 35% earning academic honors there.

The Technology Options Program (TOP)

Georgia Tech has imposed certain requirements for direct admission into the Georgia Southern part of the GTREP or RETP as either new freshmen, current Georgia Southern students, or transfers from another institution. However, there are many students who are interested in pursuing an engineering degree but do not meet at least one of these requirements, so Georgia Southern has created an additional program classification known as the Technology Options Program (TOP). In the TOP, students still follow the curriculum for the engineering major of their choice, but must satisfy certain requirements to exit TOP and change their Georgia Southern classification to either the RETP or GTREP. It is important to note that this is **not** a remedial program; all courses taken by TOP students are the same as those taken by Georgia Southern students who met the direct admission requirements and are already classified as either RETP or GTREP. The RETP and GTREP initial admission requirements, the TOP exit requirements, and the program completion requirements may be found in the University catalog and at the Engineering Studies web site. TOP students have up to four semesters (not including summers) to satisfy the exit requirements. If at any point it appears that a TOP student is not likely to meet the exit requirements, they will be assisted with the selection of a different major.

The Gulfstream Scholars Program

Engineering majors at Georgia Southern are eligible for a scholarship from the Gulfstream Aerospace Corporation Endowment. Approximately 30 students yearly receive a \$750 Gulfstream scholarship per semester for a total of four semesters. Students who demonstrate outstanding academic performance during the first semester of the freshman year may apply for the scholarship for their sophomore year. Students who are awarded the scholarship must earn at least a 2.70 GPA in the engineering curriculum each semester.

Engineering-Related Academic Programs at Georgia Southern

Frequently, students who begin their college career at GSU as either an RETP or GTREP major find that the engineering major is not one that is best suited for them, but they still are interested in a career in technology. Georgia Southern University offers the Bachelor of Science degree in several engineering-related areas that are not as theoretical in nature as engineering, but lead to excellent careers. First, there are three areas of engineering technology - civil, electrical, and mechanical - that are less mathematical and more experimental in nature. Many functions of engineering (other than research, development and design) can be performed by graduates of the engineering technology programs at GSU. There are additionally three technical management degree programs - Construction Management, Manufacturing (with a major In industrial Management), and Printing Management. All of the technology degree programs are in great demand and provide excellent career opportunities.

Institutes and Centers

Center Name	Contact Person	Telephone #
Brunswick Center, Coastal Georgia Community College	Dr. Henry E. Barber	(912) 264-7235
Bureau of Business Research and Economic Development	Dr. Phyllis Isley	(912) 681-0872
Bureau of Public Affairs	Dr. Karen McCurdy	(912) 681-5698
Center for Africana Studies	Dr. Saba Jallow	(912) 681-5387
Center for Economic Education	Dr. Gregory J. Brock	(912) 681-5579
Center for Educational Leadership and Service	Dr. Michael Richardson	(912) 681-5079
Center for Entrepreneurial Studies	Dr. Russell Kent	(912) 681-5700
Center for Excellence in Banking	Dr. William Wells	(912) 681-5432
Center for Excellence in Teaching	Dr. Eric Hobson	(912) 681-0049
Center for Global Studies	Dr. Mark Hanna	(912) 681-5605
Center for International Studies	Dr. Nancy W. Shumaker	(912) 681-0332
Center for Irish Studies	Mr. Howard Keeley	(912) 681-5899
Center for Latino Outreach and Research	Dr. Antonio Serna	(912) 871-1375
Center for Management Development	Dr. Ben Thompson	(912) 681-0193
Center for Printability and Runability	Dr. Don Armel	(912) 681-5167
Center for Retail Studies	Dr. Kathleen Gruben	(912) 681-5336
Center for Rural Health and Research	Dr. Stuart H. Fedders	(912) 681-0260
Center for Social Gerontology	Dr. Kyong Hee Chee	(912) 486-7076
Center for the Study of International Schooling	Dr. Grigory Dmitriyev	(912) 681-5545
Center for Wildlife Education & Lamar Q. Ball, Jr. Raptor Center	Mr. Steven M. Hein	(912) 681-0831
Coastal Area Teacher Education Service (CATES)	Ms. Mary Egger	(912) 681-5200
Coastal Georgia Center	Mr. Henry Whitfield	(912) 651-2005
Coastal Rivers Water Planning and Policy Center	Dr. Ben Thompson	(912) 486-7979
Emerging Technology Center	Ms. Pamela Deal	(912) 681-0882
Dublin Center	Dr. Catherine Woody	(478) 275-6750
Family Life Center	Dr. Jerri Kropp	(912) 681-5537
Georgia Center for Educational Renewal	Dr. Charles Reaves	(912) 681-5304
Georgia Southern University Botanical Garden	Dr. Robert Randolph	(912) 871-1149
Georgia Southern University Museum	Ms. Wendy Denton	(912) 681-5444
Institute of Arthropodology and Parasitology	Dr. James H. Oliver	(912) 681-5564
Karl E. Peace Center for Biostatistics	Dr. Karl E. Peace	(912) 486-7905
Liberty Center	Ms. Gisella Grant	(912) 767-0812
Performing Arts Center	Mr. Albert Pertalion	(912) 681-0830
Small Business Development Center	Ms. Lori Durden	(912) 681-5194
Southern Center for Logistics and Intermodal Transportation	Dr. Stephen Rutner	(912) 681-0588
Women's and Gender Studies	Dr. Lori Amy	(912) 681-0625

Student Financial Aid Summary

Aid Awarded in the 2004 - 2005 Academic Year

Description	# of Awards	Amount of Awards
Employment Programs		
<i>Federal Work Study and Institutional Work Program</i>	2,462	\$ 3,795,734
Grant Programs		
<i>Pell, PHEAA, SEOG, Vocational Rehab., and TRIO</i>	5,697	\$ 12,456,152
Loan Programs		
<i>HOPE Promise, HOPE Teacher, Perkins, PLUS, Stafford, State Service Cancelable Loans, Mega-Life, Pickett & Hatcher</i>	13,624	\$ 54,016,137
Federally Funded Academic Scholarships		
<i>ROTC and Robert C. Byrd Honors</i>	47	\$ 90,400
State Funded Academic Scholarships		
<i>HOPE Scholarships/HOPE Book, Regents Opportunity, Governors, LEAP, Law Enforcement Personnel Dependents Grant, Public Safety Grant, Charles McDaniel Teacher Grant</i>	7,475	\$ 23,453,170
Georgia Southern University Scholarships		
<i>GaSoU Honors, Bell Honors, Gulfstream Aerospace Scholarship Program, Lettie Pate Whitehead Scholarship Program</i>	406	\$ 354,232
Departmental Scholarships		
<i>Institutional Grants & Scholarships less the Georgia Southern University Scholarships listed above</i>	431	\$ 543,945
External Grants & Scholarships		
<i>Helene Fuld Health Trust Grant, Miscellaneous externally funded scholarships awarded by private sources to individual students —high school, church group, civic group, businesses, etc.</i>	733	\$ 986,129
Athletics Scholarships		
<i>Supporting student athletes in men's and women's intercollegiate sports</i>	328	\$ 1,805,705
Tuition Waivers		
<i>International Student, Athletic, Military, University Employee, Ga. Teacher, etc.</i>	784	\$ 3,843,338
Total Aid for 2004 - 2005 Academic Year	31,987	\$ 101,344,942

Source: Office of Financial Aid

Student Organizations

Part of each student's education is the development of his or her talents outside the classroom through participation in the wide variety of activities offered by Georgia Southern University. These activities range from the Student Government Association to the honor and recognition societies, special interest groups, professional fraternities and departmental clubs, and religious groups. For more information on student organizations contact the Russell Union Student Activities Center, (912) 486-7270.

Source: The Eagle Eye New Student Handbook 2005—2006, page 8 - Organizations .

Career Services Summary by Academic Year

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*
Career Exploration						
# of appointments	3,219	3,724	3,377	4,678	3,604	3,774
# of programs	230	353	449	412	403	442
# of students attending programs	7,947	6,923	7,381	7,019	6,077	10,158
Cooperative Education						
# of student registrants	394	313	324	122	144	129
# of employer registrants	250	481	502	225	340	222
# of students placed	58	44	47	32	20	27
Career Fairs						
Career Expo Job Fair						
# of employers	186	204	136	127	166	226
# of students	1,900	2,262	1,888	1,513	2,009	1,597
Education Career Day						
# of school systems	189	84	67	89	85	99
# of students	234	191	219	294	321	413
Professional						
# of students registered for resume referral service	1,288	2,978	888	2,458	2,046	2,420
# of interview schedules	67	97	109	115	95	134
# of employers who conducted on-campus interviews	67	84	80	71	81	120
# of employers requesting resume referral	80	203	159	263	174	200
# of resumes referred	1,369	3,083	5,001	7,868	4,627	10,567
# of new students registered in the Career Services database	3,100	5,943	1,892	2,719	2,272	2,474
# of employers registered in database	10,014	1,778	2,062	2,472	2,765	3,039
# of new jobs added	3,604	882	77	261	23	217

* Large increases in students using some services are the result of the addition of Career Planning as a component of the GSU 1210 curriculum starting in Fall 2005.

Notes:

1. This data reflects updated definitions for reporting, effective August, 2001
2. Numbers are end of year as of August 1

Source: Office of Career Services

Student Housing, Fall 2005

Residence Hall	Occupancy	Capacity	% Full
Brannen Hall	130	143	90.91%
Eagle Village 1	390	390	100.00%
Eagle Village 2	390	393	99.24%
Hendricks Hall	130	142	91.55%
Johnson Hall	372	390	95.38%
Kennedy	391	424	92.22%
Olliff Hall	302	307	98.37%
Sanford Hall	116	134	86.57%
Southern Courtyard	467	478	97.70%
Southern Pines	620	626	99.04%
Watson Hall	243	245	99.18%
Winburn Hall	247	248	99.60%
Total	3,798*	3,920	96.89%

In Fall 2005, 3,720 (25.4%) of 14,650 undergraduates lived in campus housing.

*3,798 includes graduate level students.

Alumni Association

Officers

Mr. Frank Hook, *Senior Director*
Mr. Deryl Belser, *President*
Mr. Terry Harvin, *President Elect*
Ms. Teri Brennan, *Secretary*
Mr. Derrick Brown, *Treasurer*

Executive Committee

Mr. Frank Hook, *Senior Director*
Mr. Deryl Belser, *President*
Mr. Terry Harvin, *President Elect*
Mr. Mike Cummings, *Chairman*
Ms. Teri Brennan, *Secretary*
Mr. Derrick Brown, *Treasurer*
Mr. Rod Meadows, *Chairman, GSU Foundation*
Mr. Mike Cummings, *Chairman, Southern Boosters*

Alumni Relations Office Staff

Mr. Frank Hook, *Senior Director*
Mr. Wendell Tompkins, *Assistant Director*
Ms. Melanie Mosley, *Assistant Director*
Ms. Theresa Hackle, *Administrative Secretary*

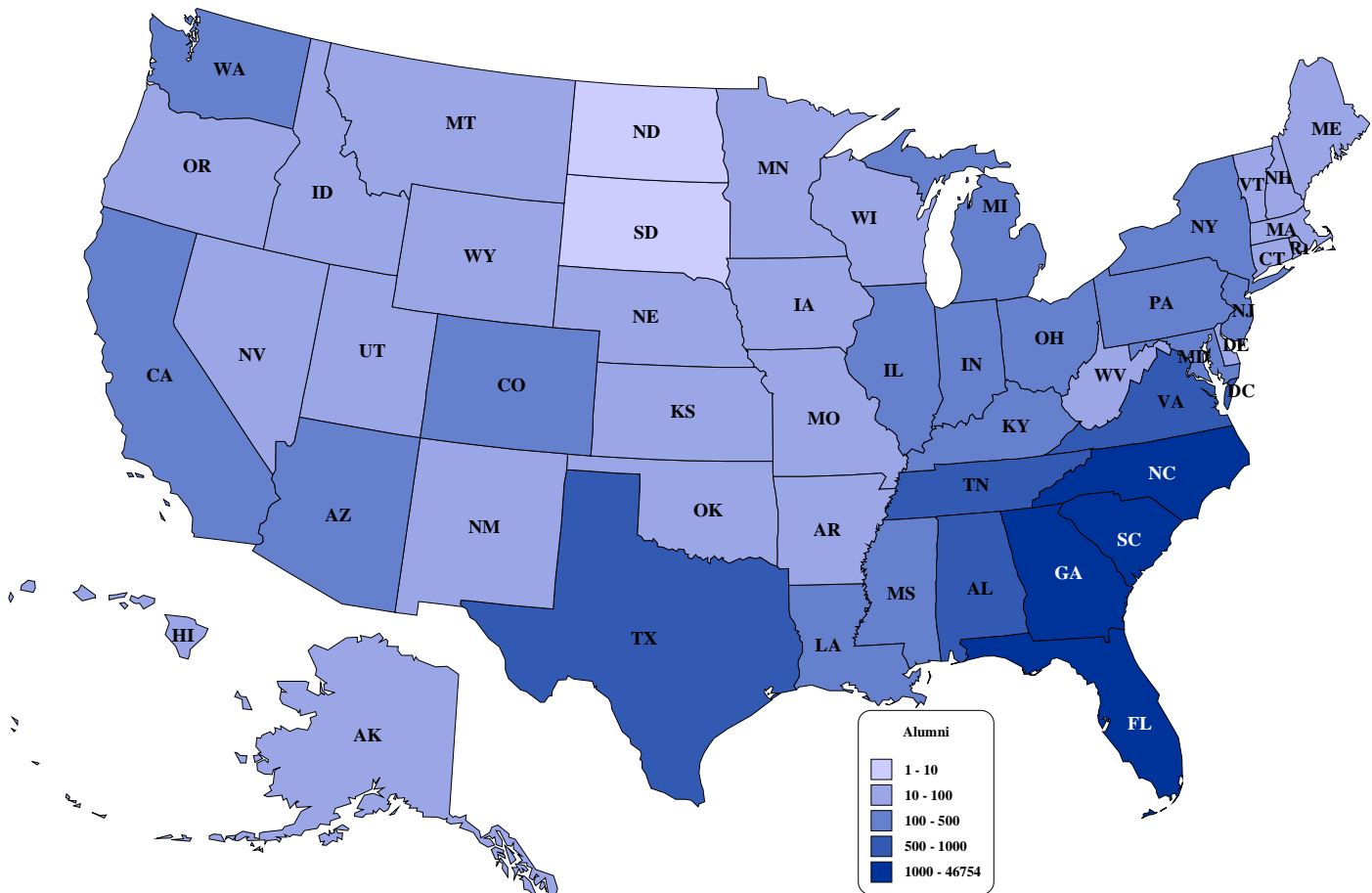
Eagle Club Presidents

Club	President	Home Phone Number	Work Phone Number
Atlanta	Dennette Thornton	404-664-6444	404-614-1493
Atlanta BAGS	Kelly Lewis	404-675-7080	404-361-4939
Atlanta East Metro	Mark Watson	706-468-0023	404-787-8505
Atlanta North Metro	Keith & Carey McCallar	770-205-2263	770-565-0750 (K) 678-438-8970 (C)
Atlanta West Metro	Debra Robinson-Day	678-361-6237	
Bulloch County	Darron Burnette	912-852-4133	912-489-9264
Candler County	Marty Williams Hazel Williams	912-871-3518 912-685-2601	912-685-2057
Evans County	Marshall Smith	912-739-7460	912-739-2230
Effingham County	Wendel Wilson	912-754-3769	912-754-3012
Emmanuel County	Athen Walden	478-763-3682	478-237-6619
Glynn County	Doree Avera	912-634-3700	912-265-5330
Greater Albany	Hollis Hood	229-435-7336	229-881-4181
Greater Athens	Sheila Davis	706-795-9813	706-542-2283
Greater Augusta	Hartie Cliatt	706-650-7865	706-868-5100
Greater Columbus	Robert Willis	706-323-5382	706-563-5382
Greater Gwinnett	Richard NeSmith	770-614-5757	770-740-5030
Greater Jacksonville	Bill & Lesley Kennedy	904-278-4359	904-505-4802 (B) 904-505-6655 (L)
Greater Macon/Middle Georgia	Mike Carpenter	478-994-1933	478-741-3742
Greater Savannah	Laney Claxton	912-303-0435	
Houston/Peach Counties	Cecil Christopher	478-218-2602	478-926-7987
Jenkins County	Matt Brinson	478-982-5705	478-982-4722
Laurens County	Mike Cummings	478-272-9393	478-272-7600
Liberty County	Esther Griffin	912-368-2575	912-408-2125
National Capital	Cara Hunt & Vincent Buggs	703-220-1778 703-799-1050	202-756-7641 706-806-5202
NW GA/Tennessee Valley	Kathy Jenkins	706-673-9551	706-259-4626
Oconee Area	Trey Sheppard	478-552-9405	478-552-5127
Okefenokee	Mike Woodard	912-285-0682	912-287-2334
Screven County	Rusty Black	912-857-3233	912-564-2175
South Carolina Low Country	Lowell Keene	843-524-7637	843-524-2710
South Carolina Upstate	Chris Johnson	864-587-2336	864-641-5058
Toombs County	Lee & Rebekah Arnold	912-537-3798	912-537-9851 (L)
Wayne County	Johnny & Paula Puccio	912-427-7885	912-427-7885

Source: Office of Alumni Relations - as of June, 2006

Alumni by State

State	#	State	#	State	#
Alabama	591	Louisiana	114	Ontario	4
Alaska	26	Maine	18	Oregon	39
Arizona	112	Maryland	257	Overseas Military	74
Arkansas	76	Massachusetts	84	Pennsylvania	223
British Columbia	1	Michigan	119	Puerto Rico	10
California	436	Minnesota	48	Rhode Island	12
Colorado	185	Mississippi	113	South Carolina	1,994
Connecticut	77	Missouri	98	South Dakota	7
Delaware	25	Montana	25	Tennessee	614
District of Columbia	47	Nebraska	22	Texas	644
Florida	3,232	Nevada	46	Utah	20
Georgia	46,754	New Hampshire	23	Vermont	17
Guam	0	New Jersey	152	Virgin Islands	6
Hawaii	29	New Mexico	49	Virginia	690
Idaho	14	New York	227	Washington	109
Illinois	163	North Carolina	1,247	West Virginia	50
Indiana	117	North Dakota	3	Wisconsin	52
Iowa	28	Northern Mariana Islands	1	Wyoming	12
Kansas	67	Ohio	200	Total	59,596
Kentucky	139	Oklahoma	54		



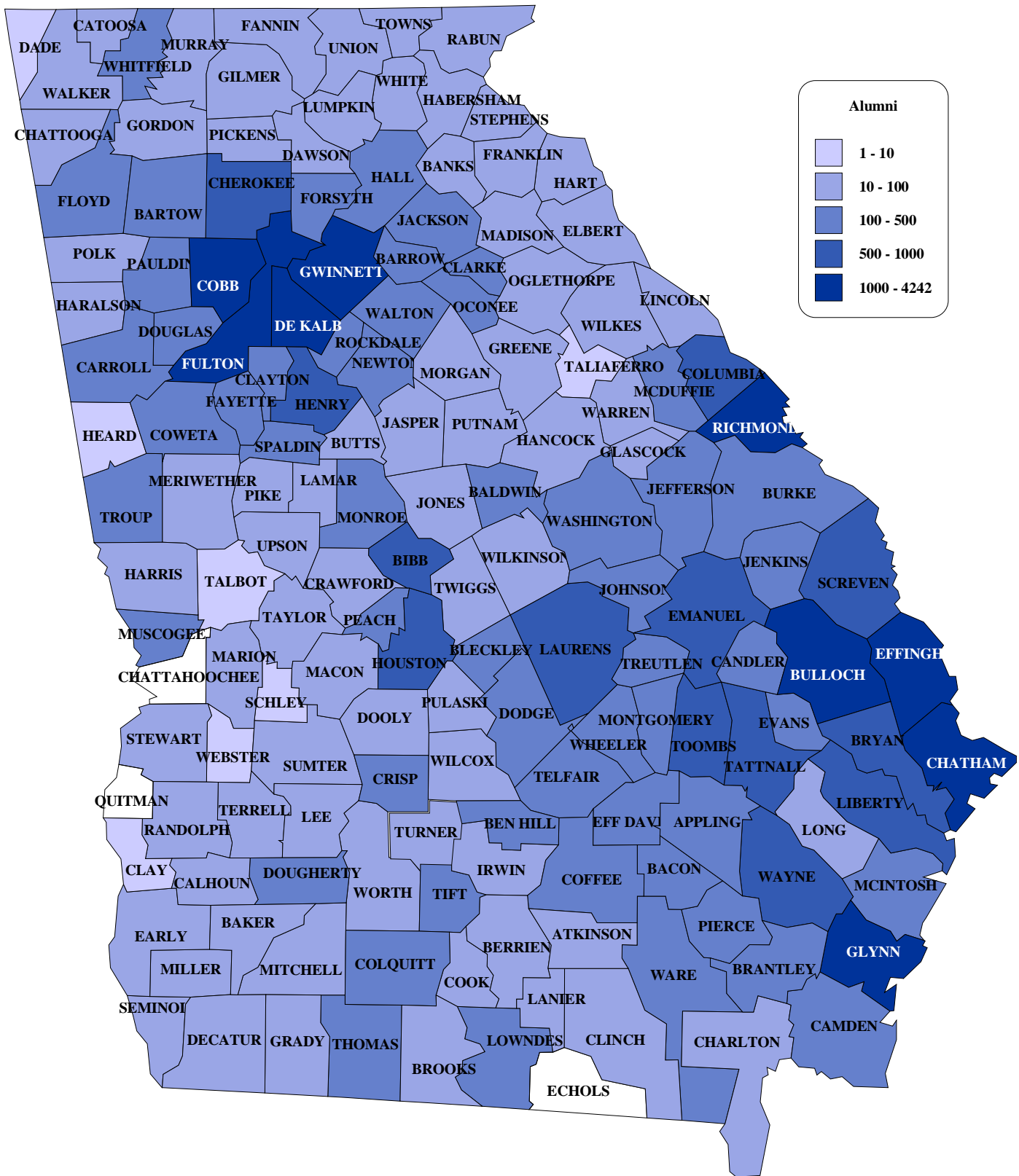
Source: Office of Alumni Relations – as of Spring 2006

Alumni by Georgia County, Spring 2006

County	#	County	#	County	#	County	#
Appling	380	Dawson	51	Johnson	120	Screven	596
Atkinson	17	Decatur	89	Jones	89	Seminole	21
Bacon	169	Dekalb	1,772	Lamar	53	Spalding	152
Baker	10	Dodge	225	Lanier	11	Stephens	49
Baldwin	207	Dooly	53	Laurens	876	Stewart	10
Banks	20	Dougherty	389	Lee	99	Sumter	90
Barrow	148	Douglas	248	Liberty	579	Talbot	9
Bartow	154	Early	42	Lincoln	74	Taliaferro	6
Ben Hill	136	Effingham	1,058	Long	83	Tattnall	596
Berrien	45	Elbert	66	Lowndes	248	Taylor	16
Bibb	959	Emanuel	797	Lumpkin	48	Telfair	174
Bleckley	161	Evans	449	Macon	27	Terrell	28
Brantley	121	Fannin	20	Madison	52	Thomas	206
Brooks	38	Fayette	483	Marion	11	Tift	241
Bryan	661	Floyd	145	Mcduffie	170	Toombs	833
Bulloch	4,242	Forsyth	486	Mcintosh	142	Towns	30
Burke	282	Franklin	35	Meriwether	56	Treutlen	141
Butts	49	Fulton	2,586	Miller	11	Troup	165
Calhoun	27	Gilmer	45	Mitchell	83	Turner	40
Camden	338	Glascok	30	Monroe	115	Twiggs	35
Candler	379	Glynn	1,388	Montgomery	157	Union	40
Carroll	139	Gordon	77	Morgan	50	Upson	76
Catoosa	65	Grady	77	Murray	22	Walker	78
Charlton	83	Greene	49	Muscogee	333	Walton	295
Chatham	3,754	Gwinnett	2,489	Newton	215	Ware	394
Chattooga	13	Habersham	81	Oconee	150	Warren	30
Cherokee	716	Hall	367	Oglethorpe	19	Washington	200
Clarke	334	Hancock	26	Paulding	149	Wayne	641
Clay	9	Haralson	27	Peach	112	Webster	3
Clayton	427	Harris	63	Pickens	57	Wheeler	130
Clinch	25	Hart	61	Pierce	241	White	42
Cobb	2,222	Heard	4	Pike	42	Whitfield	164
Coffee	326	Henry	620	Polk	55	Wilcox	44
Colquitt	180	Houston	891	Pulaski	83	Wilkes	86
Columbia	919	Irwin	63	Putnam	73	Wilkinson	54
Cook	38	Jackson	162	Rabun	53	Worth	58
Coweta	352	Jasper	57	Randolph	16	Total	46,754
Crawford	32	Jeff Davis	194	Richmond	1,240		
Crisp	135	Jefferson	226	Rockdale	323		
Dade	8	Jenkins	325	Schley	8		

Source: Office of Alumni Relations – as of Spring 2006

Map of Alumni by Georgia County, Spring 2006



Source: Office of Alumni Relations – as of Spring 2006

Athletics

Colors: Dark Blue & White **Mascot:** Eagles

Affiliation: NCAA Division I; Division I-AA for Football **Conference:** Southern Conference; Northeast Conference for Swimming

Championships & Accomplishments:

<i>Football:</i>	NCAA Division I-AA National Champions 1985, 1986, 1989, 1990, 1999, 2000 NCAA Division I-AA Playoff Participants 1985–1990, 1993, 1995, 1997–2002, 2004, 2005 SoCon Champions 1993, 1997, 1998, 1999, 2000, 2001, 2002, 2004
<i>Men's Basketball:</i>	NCAA Regional Tournament Participant 1983, 1987, 1992 NIT Participants 1988, 1989, 2006 SoCon South Division Regular Season Champions 2001-02, 2003-04, 2005-06 TAAC Regular Season Champions 1984-85, 1987-88, 1988-89, 1991-92 TAAC Tournament Champions 1983, 1987, 1992
<i>Women's Basketball:</i>	NCAA Regional Tournament Participant 1993, 1994 SoCon Regular Season Champions 1993-94, 1997-98, 2000-01 SoCon Tournament Champions 1993, 1994 NSWAC Regular Season Champions 1986-87, 1987-88, 1989-90 NSWAC Tournament Champions 1987, 1988, 1990 AIAW South Region Champions 1981-82
<i>Baseball:</i>	College World Series Participant 1973, 1990 NCAA Regional Tournament Participant 1973, 1974, 1979, 1980, 1987, 1990, 1996, 2000–2002 SoCon Regular Season Champions 1993, 1996, 1997, 2000, 2001 SoCon Tournament Champions 1996, 2000, 2002 TAAC Regular Season Champions 1980, 1985, 1986, 1987 TAAC Eastern Division Regular Season Champions 1981, 1984, 1985, 1986, 1987, 1988 TAAC Tournament Champions 1980, 1987
<i>Golf:</i>	NCAA Championship Tournament Participant 1972, 1973, 1975–1977, 1979, 1980, 1988, 2001, 2002, 2005 NCAA Regional Tournament Participant 1989, 2001–2006 SoCon Champions 2003, 2006 TAAC Champions 1982, 1983, 1987, 1991
<i>Men's Soccer:</i>	TAAC Eastern Division Champions 1990
<i>Women's Swimming:</i>	Southern States Champions 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, 1995-96
<i>Men's Tennis:</i>	SoCon Champions 1994
<i>Women's Tennis:</i>	SoCon Champions 1995, 1996, 1998 AIAW South Region Champions 1980, 1981, 1982
<i>Softball:</i>	SoCon Regular Season Champions 1996 SoCon Tournament Champions 1999, 2006 NCAA Regional Tournament Participant 2006
<i>Volleyball:</i>	NCAA Regional Tournament Participant 2001, 2003 SoCon Regular Season Champions 2002, 2003 SoCon Tournament Champions 2001, 2003
<i>All Sports:</i>	TAAC All-Sports Trophy 1993, 1985, 1987, 1988, 1989, 1990, 1991

Athletic Teams & Coaches:

Baseball: Rodney Hennon	Basketball (Men's): Jeff Price	Basketball (Women's): Rusty Cram
Cross Country: Shaun Meinecke	Football: Brian Van Gorder	Golf: Larry Mays
Soccer (Men's): Kevin Chambers	Soccer (Women's): Ashley Hart	Softball: Natalie Poole
Swimming: Nate Kellogg	Tennis (Men's): Justin Miles	Tennis (Women's): Amy Bonner
Track & Field: Shaun Meinecke	Volleyball: Nicole McCray	

Key:

NCAA - National Collegiate Athletic Association	AIAW - Association Of Intercollegiate Athletics for Women
SoCon - Southern Conference	TAAC - Trans America Athletic Conference
NSWAC - New South Women's Athletic Conference (merged with the TAAC in 1991)	

Source: Georgia Southern University Office of Athletics – as of Spring 2006

Faculty Profiles

All Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	15	13	26	1		1		28					24	1	3		28
	%:	53.6%	46.4%	92.9%	3.6%		3.6%		100.0%					85.7%	3.6%	10.7%		
PROF	N:	100	33	124	4	5			127		6			130	2	1		133
	%:	75.2%	24.8%	93.2%	3.0%	3.8%			95.5%		4.5%			97.7%	1.5%	0.8%		
ASOP	N:	100	66	147	10	9			154		12			159	6	1		166
	%:	60.2%	39.8%	88.6%	6.0%	5.4%			92.8%		7.2%			95.8%	3.6%			
ASTP	N:	109	110	170	14	29	6		169	4	46			44	166	9		219
	%:	49.8%	50.2%	77.6%	6.4%	13.2%	2.7%		77.2%	1.8%	21.0%			20.1%	75.8%	4.1%		
INST	N:		11	9	1	1			1		10					11		11
	%:		100.0%	81.8%	9.1%	9.1%			9.1%		90.9%					100.0%		
TEMP	N:	63	87	130	12	8			38	3	107		2		150			150
	%:	42.0%	58.0%	86.7%	8.0%	5.3%			25.3%	2.0%	71.3%		1.3%		100.0%			
PT	N:	17	36	52	1				15	7	30		1	2		51		53
	%:	32.1%	67.9%	98.1%	1.9%				28.3%	13.2%	56.6%		1.9%	3.8%		96.2%		
FT REG	N:	309	220	450	29	44	6		451	4	74			333	174	22		529
	%:	58.4%	41.6%	85.1%	5.5%	8.3%	1.1%		85.3%		14.0%			62.9%	32.9%	4.2%		
FT TEMP	N:	63	87	130	12	8			38	3	107		2		150			150
	%:	42.0%	58.0%	86.7%	8.0%	5.3%			25.3%	2.0%	71.3%		1.3%		100.0%			
FT TOT	N:	372	307	580	41	52	6		489	7	181		2	333	324	22		679
	%:	54.8%	45.2%	85.4%	6.0%	7.7%	0.9%		72.0%	1.0%	26.7%		0.3%	49.0%	47.7%	3.2%		
*RNK TOT	N:	387	320	606	42	52	7		517	7	181		2	357	325	25		707
	%:	54.7%	45.3%	85.7%	5.9%	7.4%	1.0%		73.1%	1.0%	25.6%		0.3%	50.5%	46.0%	3.5%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

Bleicken, Bonham, Bradford, Chance, Cone, Danilowicz, Diebolt, Edenfield, Engel, Grube, Hamilton, Hanna, Hardy, Heaston, Hudak,

Jones, G., Jones, M., Kenney, Mitchell, Morrobel-Sosa, Navaee, Rakestraw, Richards, Ricker, Shiffler, Shumaker, Thompson, Whitt.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2004-05, adjunct faculty and staff given rank in order to teach an occasional class.

Adjuncts: Aceto, Davis, Qualls, Berry, Elliott, Kho, Purdy.

Leave: Briggs, Claiborne, Jenkins, Mills, Murray, Stallworth-Clark.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

New Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:																	0
	%:																	
PROF	N:	3	1	3	1				4					3	1			4
	%:	75.0%	25.0%	75.0%	25.0%				100.0%					75.0%	25.0%			
ASOP	N:	1		1					1						1			1
	%:	100.0%		100.0%					100.0%						100.0%			
ASTP	N:	27	25	39	3	8	2		42		10				52			52
	%:	51.9%	48.1%	75.0%	5.8%	15.4%	3.8%		80.8%		19.2%				100.0%			
INST	N:		3	3					1		2					3		3
	%:		100.0%	100.0%					33.3%		66.7%					100.0%		
TEMP	N:	23	28	40	7	4			18	2	30		1		51			51
	%:	45.1%	54.9%	78.4%	13.7%	7.8%			35.3%	3.9%	58.8%		2.0%		100.0%			
PT	N:	4	14	18					3		14		1			18		18
	%:	22.2%	77.8%	100.0%					16.7%		77.8%		5.6%			100.0%		
FT REG	N:	31	29	46	4	8			48		12			3	54	3		60
	%:	51.7%	48.3%	76.7%	6.7%	13.3%			80.0%		20.0%			5.0%	90.0%	5.0%		
FT TEMP	N:	23	28	40	7	4			18	2	30				51			51
	%:	45.1%	54.9%	78.4%	13.7%	7.8%			35.3%	3.9%	58.8%				100.0%			
FT TOT	N:	54	57	86	11	12			66	2	42			3	105	3		111
	%:	48.6%	51.4%	77.5%	9.9%	10.8%			59.5%	1.8%	37.8%			2.7%	94.6%	2.7%		
*RNK TOT	N:	54	57	86	11	12	0	0	66	2	42			3	105	3		111
	%:	48.6%	51.4%	77.5%	9.9%	10.8%	0.0%	0.0%	59.5%	1.8%	37.8%			2.7%	94.6%	2.7%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2004-05, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

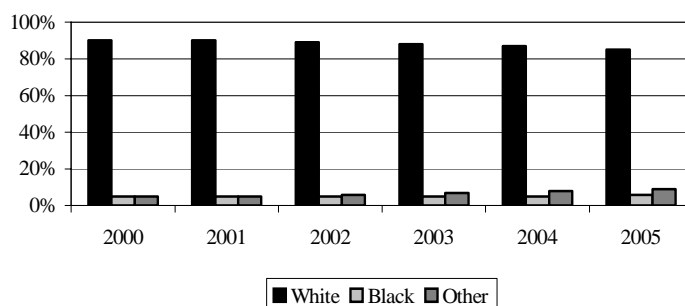
Full Time Faculty, Fall Semester

		Gender		Ethnic Group			Degree				
		M	F	W	B	AO	D	S	M	P	OT
Fall 2000	N:	348	294	576	33	33	439	11	182	9	1
	%	54	46	90	5	5	68	2	28	1	<1
Fall 2001	N:	351	275	561	33	32	446	12	157	9	2
	%	56	44	90	5	5	71	2	25	1	<1
Fall 2002	N:	353	259	545	32	35	445	11	148	6	2
	%	58	42	89	5	6	74	2	23	1	<1
Fall 2003	N:	375	267	567	32	43	463	9	165	4	1
	%	58	42	88	5	7	72	1	26	1	<1
Fall 2004	N:	364	285	566	33	50	468	11	167	0	3
	%	56	44	87	5	8	72	2	26	0	<1
Fall 2005	N:	372	307	580	41	58	489	7	181	0	2
	%	55	45	85	6	9	72	1	27	0	<1

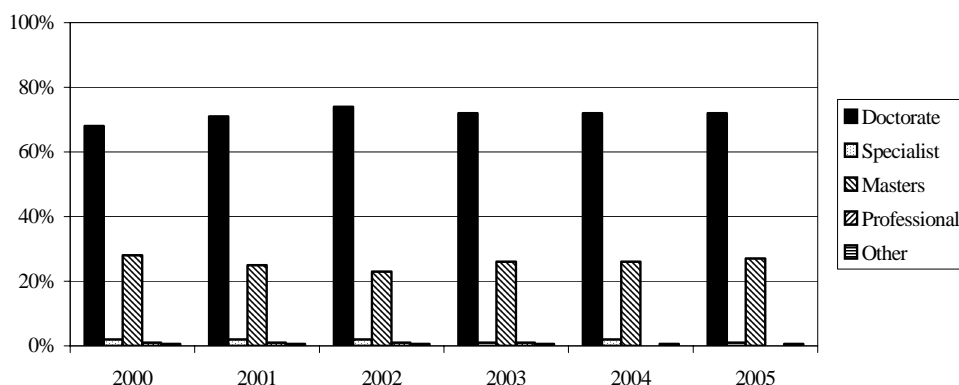
Full Time Faculty by Gender



Full Time Faculty by Race



Full Time Faculty by Highest Degree Attained



Note : Footnotes for individual years apply here (see historical fact books)

CODE KEY

W - White	D - Doctorate
B - Black/African-American	S - Educ. Spec.
AO - All other	M - Master's
(Includes Asian/Pacific Islander,	P - Professional
American Indian/Alaskan Native, and Hispanic)	OT - Other

Source: Office of the Provost and Vice President for Academic Affairs ; Fall 2005

Full Time Instructional Faculty by Age, Rank, and Tenure Fall 2005

AGE	RANK					TENURE			TOTAL
	PROF	ASOP	ASTP	INST	TEMP	T	ON	NTT	
20 - 29	0	0	9	0	21	0	30	0	30
30 - 39	0	15	81	2	54	18	131	3	152
40 - 49	31	77	70	5	37	123	90	7	220
50 - 59	78	53	57	4	22	150	54	10	214
60 +	24	21	2	0	16	42	19	2	63
TOTAL	133	166	219	11	150	333	324	22	679
Average Age	54	49	42	46	42	51	41	49	46

Full Time Instructional Faculty by Gender, Rank, and Tenure Status Academic Year 2005—2006

RANK	MALE			FEMALE			TOTAL
	TENURED	ON-TRACK	NTT	TENURED	ON-TRACK	NTT	
Professor	N: 97	2	1	33			133
	72.93%	1.50%	0.75%	24.81%			
Assoc Prof	N: 95	5		64	1	1	166
	57.23%	3.01%		38.55%	0.60%	0.60%	
Asst Professor	N: 17	91	1	27	75	8	219
	7.76%	41.55%	0.46%	12.33%	34.25%	3.65%	
Instructor	N:					11	11
						100.00%	
FT Regular	N: 209	98	2	124	76	20	529
	39.51%	18.53%	0.38%	23.44%	14.37%	3.78%	
FT Temporary	N:	63			87		150
		42.00%			58.00%		
Grand Total	N: 209	161	2	124	163	20	679
	30.78%	23.71%	0.29%	18.26%	24.01%	2.95%	

Summary:

- * Of the 679 full time faculty, 372 or 54.8% are male and 45.2% are female.
- * Of the 333 tenured faculty, 209 or 62.8% are male and 37.2% are female.
- * Of the 174 regular faculty on a tenure track line, 98 or 56.3% are male and 43.7% are female.
- * Of the 150 temporary faculty on a tenure track line, 63 or 42% are male and 58% are female.
- * Of the 22 regular faculty on a non-tenure track line, 2 or 9.1% are male and 90.9% are female.

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Source: Office of the Provost and Vice President for Academic Affairs

Full Time Faculty Years of Service by Gender and Rank, Fall 2005

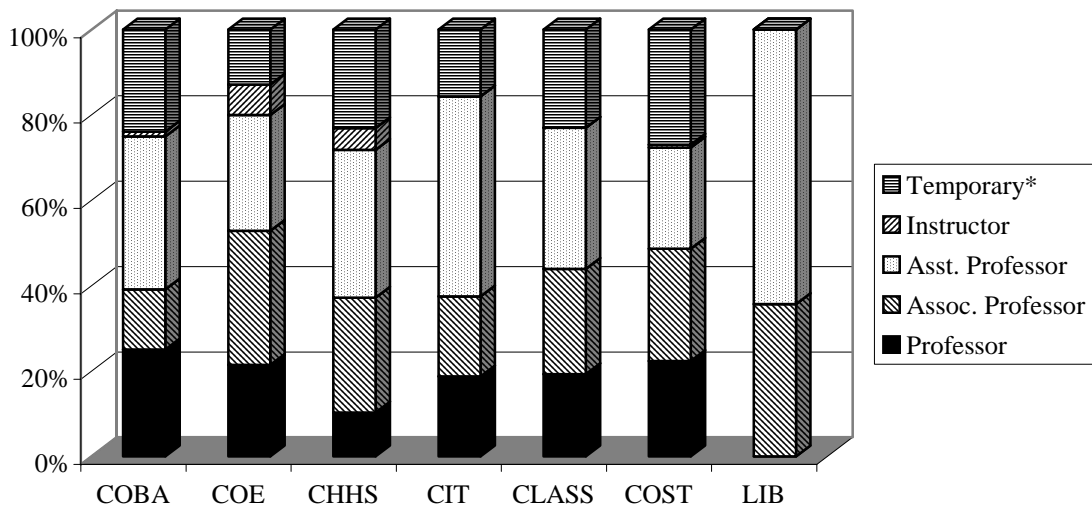
YEARS OF SERVICE	GENDER		RANK					TOTAL
	M	F	PROF	ASOP	ASTP	INST	TEMP	
0 - 4	151	137	12	12	135	5	124	288
5 - 9	71	64	16	62	37	1	19	135
10 - 14	67	46	32	55	20	2	4	113
15 - 19	58	41	49	29	16	3	2	99
20 - 24	15	12	17	3	6	0	1	27
25 - 29	4	4	3	3	2	0	0	8
30+	6	3	4	2	3	0	0	9
TOTAL	372	307	133	166	219	11	150	679

* About 42.4% of the faculty have fewer than 5 years of service at Georgia Southern University.

Full Time Faculty Rank by College, Fall 2005

	COBA	COE	CHHS	CIT	CLASS	COST	LIB
Professor	23	15	8	6	46	34	0
Assoc. Professor	13	22	21	6	59	40	5
Asst. Professor	33	19	27	15	79	36	9
Instructor	1	5	4	0	0	1	0
Temporary*	22	9	18	5	55	41	0
Total	92	70	78	32	239	152	14

*Temporary and visiting faculty employed on a one-year contract.



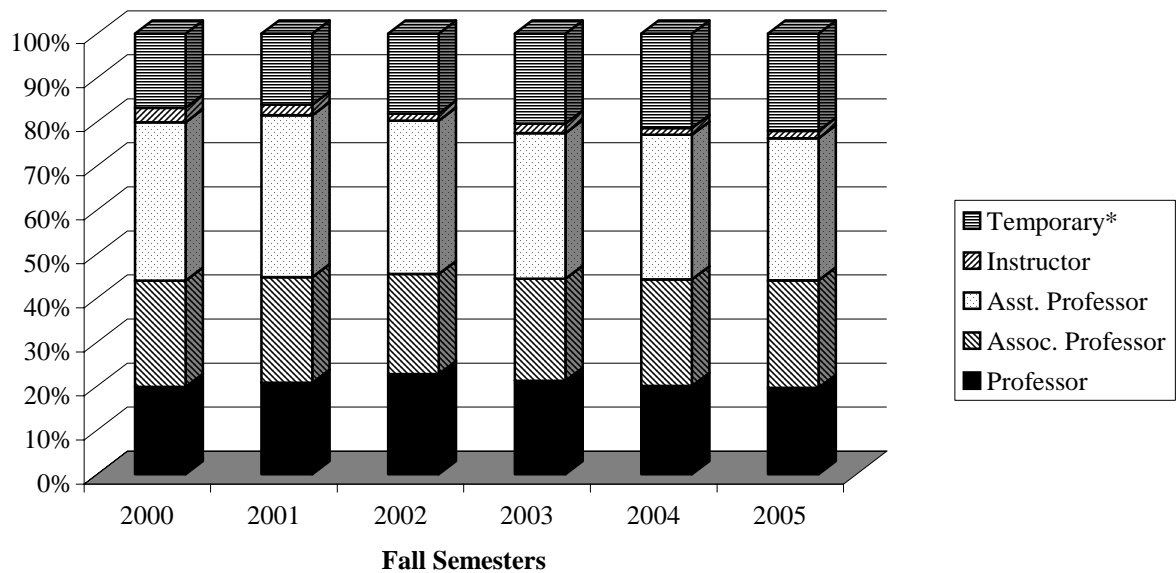
COBA - College of Business Administration, COE - College of Education, CHHS - College of Health & Human Sciences, CIT - College of Information Technology, LIB - Library, CLASS - College of Liberal Arts & Social Sciences, COST - College of Science & Technology

Source: Office of the Provost and Vice President for Academic Affairs

Full Time Faculty Rank Distribution by Fall Semester

	2000	2001	2002	2003	2004	2005
Professor	127	130	139	136	130	133
Assoc. Professor	155	150	139	149	157	166
Asst. Professor	231	230	213	212	213	219
Instructor	21	15	10	14	10	11
Temporary*	108	101	111	131	139	150
Total	642	626	612	642	649	679

*Temporary and visiting faculty employed on a one-year contract.



College of Business Administration Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	3	2	4	1				5					5				5
	%:	60.0%	40.0%	80.0%	20.0%				100.0%					100.0%				
PROF	N:	17	6	22	1				23					22	1			23
	%:	73.9%	26.1%	95.7%	4.3%				100.0%					95.7%	4.3%			
ASOP	N:	10	3	12		1			13					12	1			13
	%:	76.9%	23.1%	92.3%		7.7%			100.0%					92.3%	7.7%			
ASTP	N:	22	11	25	3	5			26		7			5	28			33
	%:	66.7%	33.3%	75.8%	9.1%	15.2%			78.8%		21.2%			15.2%	84.8%			
INST	N:		1		1						1					1		1
	%:		100.0%		100.0%						100.0%					100.0%		
TEMP	N:	10	12	19	2	1			3		19				22			22
	%:	45.5%	54.5%	86.4%	9.1%	4.5%			13.6%		86.4%				100.0%			
PT	N:	2	2	4					1		3					4		4
	%:	50.0%	50.0%	100.0%					25.0%		75.0%					100.0%		
FT REG	N:	49	21	59	5	6			62		8			39	30	1		70
	%:	70.0%	30.0%	84.3%	7.1%	8.6%			88.6%		11.4%			55.7%	42.9%	1.4%		
FT TEMP	N:	10	12	19	2	1			3		19				22			22
	%:	45.5%	54.5%	86.4%	9.1%	4.5%			13.6%		86.4%				100.0%			
FT TOT	N:	59	33	78	7	7			65		27			39	52	1		92
	%:	64.1%	35.9%	84.8%	7.6%	7.6%			70.7%		29.3%			42.4%	56.5%	1.1%		
*RNK TOT	N:	62	35	82	8	7			70		27			44	52	1		97
	%:	63.9%	36.1%	84.5%	8.2%	7.2%			72.2%		27.8%			45.4%	53.6%	1.0%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Bleicken, Hanna, M. Jones, Shiffler and Thompson.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.
Adjunct: Davis.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

College of Education Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	1	4	5					5					4		1		5
	%:	20.0%	80.0%	100.0%					100.0%					80.0%		20.0%		
PROF	N:	10	5	13	2				15					15				15
	%:	66.7%	33.3%	86.7%	13.3%				100.0%					100.0%				
ASOP	N:	8	14	19	2	1			22					20	1	1		22
	%:	36.4%	63.6%	86.4%	9.1%	4.5%			100.0%					90.9%	4.5%	4.5%		
ASTP	N:	7	12	16	3				17		2			1	18			19
	%:	36.8%	63.2%	84.2%	15.8%				89.5%		10.5%			5.3%	94.7%			
INST	N:		5	5					1		4						5	5
	%:		100.0%	100.0%					20.0%		80.0%						100.0%	
TEMP	N:	3	6	8	1				5	1	3				9			9
	%:	33.3%	66.7%	88.9%	11.1%				55.6%	11.1%	33.3%				100.0%			
PT	N:	3	11	14					2	6	6						14	14
	%:	21.4%	78.6%	100.0%					14.3%	42.9%	42.9%						100.0%	
FT REG	N:	25	36	53	7	1			55		6			36	19	6		61
	%:	41.0%	59.0%	86.9%	11.5%	1.6%			90.2%		9.8%			59.0%	31.1%	9.8%		
FT TEMP	N:	3	6	8	1				5	1	3				9			9
	%:	33.3%	66.7%	88.9%	11.1%				55.6%	11.1%	33.3%				100.0%			
FT TOT	N:	28	42	61	8	1			60	1	9			36	28	6		70
	%:	40.0%	60.0%	87.1%	11.4%	1.4%			85.7%	1.4%	12.9%			51.4%	40.0%	8.6%		
*RNK TOT	N:	29	46	66	8	1			65	1	9			40	28	7		75
	%:	38.7%	61.3%	88.0%	10.7%	1.3%			86.7%	1.3%	12.0%			53.3%	37.3%	9.3%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

Bonham, Chance, Heaston, Kenney, and Rakestraw.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Leave: Stallworth-Clark.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

College of Health & Human Sciences Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	2	2	4					4					4				4
	%:	50.0%	50.0%	100.0%					100.0%					100.0%				
PROF	N:	6	2	8					8					6	1	1		8
	%:	75.0%	25.0%	100.0%					100.0%					75.0%	12.5%	12.5%		
ASOP	N:	9	12	18	2	1			21					18	3			21
	%:	42.9%	57.1%	85.7%	9.5%	4.8%			100.0%					85.7%	14.3%			
ASTP	N:	9	18	23	1	3			18	2	7			7	19	1		27
	%:	33.3%	66.7%	85.2%	3.7%	11.1%			66.7%	7.4%	25.9%			25.9%	70.4%	3.7%		
INST	N:		4	3		1					4						4	4
	%:		100.0%	75.0%		25.0%					100.0%						100.0%	
TEMP	N:	5	13	17	1				1		16		1		18			18
	%:	27.8%	72.2%	94.4%	5.6%				5.6%		88.9%		5.6%		100.0%			
PT	N:	1	3	4					1		2		1				4	4
	%:	25.0%	75.0%	100.0%					25.0%		50.0%		25.0%				100.0%	
FT REG	N:	24	36	52	3	5		0	47	2	11			31	23	6		60
	%:	40.0%	60.0%	86.7%	5.0%	8.3%		0.0%	78.3%	3.3%	18.3%			51.7%	38.3%	10.0%		
FT TEMP	N:	5	13	17	1	0			1	0	16				18			18
	%:	27.8%	72.2%	94.4%	5.6%	0.0%			5.6%	0.0%	88.9%				100.0%			
FT TOT	N:	29	49	69	4	5		0	48	2	27			31	41	6		78
	%:	37.2%	62.8%	88.5%	5.1%	6.4%		0.0%	61.5%	2.6%	34.6%			39.7%	52.6%	7.7%		
*RNK TOT	N:	31	51	73	4	5		0	52	2	27			35	41	6		82
	%:	37.8%	62.2%	89.0%	4.9%	6.1%		0.0%	63.4%	2.4%	32.9%			42.7%	50.0%	7.3%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

Cone, Hardy, Richards and Whitt

*Rank total includes full-time faculty administrators, but it excludes part-time faculty. Includes two grant funded temporary faculty (Cheney and Lee). Also includes part-time Instructor, Justin Miles.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

College of Information Technology, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NIT	NE	
+ADMIN	N:	1		1					1					1				1
	%:	100.0%		100.0%					100.0%					100.0%				
PROF	N:	5	1	5		1			6					6				6
	%:	83.3%	16.7%	83.3%		16.7%			100.0%					100.0%				
ASOP	N:	6		6					6					6				6
	%:	100.0%		100.0%					100.0%					100.0%				
ASTP	N:	9	6	6		9			14		1			1	14			15
	%:	60.0%	40.0%	40.0%		60.0%			93.3%		6.7%			6.7%	93.3%			
INST	N:																	0
	%:																	
TEMP	N:	2	3	4	1				1		4				5			5
	%:	40.0%	60.0%	80.0%	20.0%				20.0%		80.0%				100.0%			
PT	N:	3	1	4					2		2					4		4
	%:	75.0%	25.0%	100.0%					50.0%		50.0%					100.0%		
FT REG	N:	20	7	17	0	10		0	26	0	1			13	14	0		27
	%:	74.1%	25.9%	63.0%	0.0%	37.0%		0.0%	96.3%	0.0%	3.7%			48.1%	51.9%	0.0%		
FT TEMP	N:	2	3	4	1	0			1	0	4				5			5
	%:	40.0%	60.0%	80.0%	20.0%	0.0%			20.0%	0.0%	80.0%				100.0%			
FT TOT	N:	22	10	21	1	10		0	27	0	5			13	19			32
	%:	68.8%	31.3%	65.6%	3.1%	31.3%		0.0%	84.4%	0.0%	15.6%			40.6%	59.4%			
*RNK TOT	N:	23	10	22	1	10	0	0	28	0	5			14	19			33
	%:	69.7%	30.3%	66.7%	3.0%	30.3%	0.0%	0.0%	84.8%	0.0%	15.2%			42.4%	57.6%			

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Bradford.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

College of Liberal Arts & Social Sciences Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	3	2	5					5					4		1		5
	%:	60.0%	40.0%	100.0%					100.0%					80.0%		20.0%		
PROF	N:	31	15	45	1				41		5			46				46
	%:	67.4%	32.6%	97.8%	2.2%				89.1%		10.9%			100.0%				
ASOP	N:	37	22	54	2	3			53		6			59				59
	%:	62.7%	37.3%	91.5%	3.4%	5.1%			89.8%		10.2%			100.0%				
ASTP	N:	32	47	64	7	3	5		62		17			23	53	3		79
	%:	40.5%	59.5%	81.0%	8.9%	3.8%	6.3%		78.5%		21.5%			29.1%	67.1%	3.8%		
INST	N:																	0
	%:																	
TEMP	N:	22	33	50	3	2			6		49				55			55
	%:	40.0%	60.0%	90.9%	5.5%	3.6%			10.9%		89.1%				100.0%			
PT	N:	4	14	18					5		13					18		18
	%:	22.2%	77.8%	100.0%					27.8%		72.2%					100.0%		
FT REG	N:	100	84	163	10	6	5		156		28			128	53	3		184
	%:	54.3%	45.7%	88.6%	5.4%	3.3%	2.7%		84.8%		15.2%			69.6%	28.8%	1.6%		
FT TEMP	N:	22	33	50	3	2			6	0	49				55			55
	%:	40.0%	60.0%	90.9%	5.5%	3.6%			10.9%		89.1%				100.0%			
FT TOT	N:	122	117	213	13	8	5		162		77			128	108	3		239
	%:	51.0%	49.0%	89.1%	5.4%	3.3%	2.1%		67.8%		32.2%			53.6%	45.2%	1.3%		
*RNK TOT	N:	125	119	218	13	8	5		167		77			132	108	4		244
	%:	51.2%	48.8%	89.3%	5.3%	3.3%	2.0%		68.4%		31.6%			54.1%	44.3%	1.6%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Edenfield, Engel, Grube, Hudak and Ricker.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Adjuncts: Aceto, Casey, Kho, Purdy and Qualls.

Leave: Mills and Murray.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

College of Science & Technology Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	4	1	4			1		5					3	1	1		5
	%:	80.0%	20.0%	80.0%			20.0%		100.0%					60.0%	20.0%	20.0%		
PROF	N:	31	3	30		4			33		1			34				34
	%:	91.2%	8.8%	88.2%		11.8%			97.1%		2.9%			100.0%				
ASOP	N:	29	11	35	2	3			37		3			39	1			40
	%:	72.5%	27.5%	87.5%	5.0%	7.5%			92.5%		7.5%			97.5%	2.5%			
ASTP	N:	23	13	27		8	1		30	1	5			3	29	4		36
	%:	63.9%	36.1%	75.0%		22.2%	2.8%		83.3%	2.8%	13.9%			8.3%	80.6%	11.1%		
INST	N:		1	1							1					1		1
	%:		100.0%	100.0%							100.0%					100.0%		
TEMP	N:	21	20	32	4	5			22	2	16		1		41			41
	%:	51.2%	48.8%	78.0%	9.8%	12.2%			53.7%	4.9%	39.0%		2.4%		100.0%			
PT	N:	4	2	5	1				4	1	1			2		4		6
	%:	66.7%	33.3%	83.3%	16.7%				66.7%	16.7%	16.7%			33.3%		66.7%		
FT REG	N:	83	28	93	2	15	1		100	1	10			76	30	5		111
	%:	74.8%	25.2%	83.8%	1.8%	13.5%	0.9%		90.1%	0.9%	9.0%			68.5%	27.0%	4.5%		
FT TEMP	N:	21	20	32	4	5			22	2	16		1		41			41
	%:	51.2%	48.8%	78.0%	9.8%	12.2%			53.7%	4.9%	39.0%		2.4%		100.0%			
FT TOT	N:	104	48	125	6	20	1		122	3	26		1	76	71	5		152
	%:	68.4%	31.6%	82.2%	3.9%	13.2%	0.7%		80.3%	2.0%	17.1%		0.7%	50.0%	46.7%	3.3%		
*RNK TOT	N:	108	49	129	6	20	2		127	3	26		1	79	72	6		157
	%:	68.8%	31.2%	82.2%	3.8%	12.7%	1.3%		80.9%	1.9%	16.6%		0.6%	50.3%	45.9%	3.8%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Danilowicz, Diebolt, Jones, G., Morrobel-Sosa, and Navaee.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Adjunct: Elliott

Leave: Jenkins.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

Library Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	1	1	2					2					2				2
	%:	50.0%	50.0%	100.0%					100.0%					100.0%				
PROF	N:																	0
	%:																	
ASOP	N:	1	4	3	2				2		3			5				5
	%:	20.0%	80.0%	60.0%	40.0%				40.0%		60.0%			100.0%				
ASTP	N:	6	3	8		1			1	1	7			4	5			9
	%:	66.7%	33.3%	88.9%		11.1%			11.1%	11.1%	77.8%			44.4%	55.6%			
INST	N:																	0
	%:																	
TEMP	N:																	0
	%:																	
PT	N:																	0
	%:																	
FT REG	N:	7	7	11	2	1			3	1	10			9	5			14
	%:	50.0%	50.0%	78.6%	14.3%	7.1%			21.4%	7.1%	71.4%			64.3%	35.7%			
FT TEMP	N:																	0
	%:																	
FT TOT	N:	7	7	11	2	1			3	1	10			9	5			14
	%:	50.0%	50.0%	78.6%	14.3%	7.1%			21.4%	7.1%	71.4%			64.3%	35.7%			
*RNK TOT	N:	8	8	13	2	1			5	1	10			11	5			16
	%:	50.0%	50.0%	81.3%	12.5%	6.3%			31.3%	6.3%	62.5%			68.8%	31.3%			

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Hamilton and Mitchell.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

Academic Services Faculty, Fall 2005

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:		1	1					1					1				1
	%:		100.0%	100.0%					100.0%					100.0%				
PROF	N:		1	1					1					1				1
	%:		100.0%	100.0%					100.0%					100.0%				
ASOP	N:																	0
	%:																	
ASTP	N:	1		1					1							1		1
	%:	100.0%		100.0%					100.0%							100.0%		
INST	N:																	0
	%:																	
TEMP	N:																	0
	%:																	
PT	N:		3	3							3					3		3
	%:		100.0%	100.0%							100.0%					100.0%		
FT REG	N:	1	1	2					2					1		1		2
	%:	50.0%	50.0%	100.0%					100.0%					50.0%		50.0%		
FT TEMP	N:																	0
	%:																	
FT TOT	N:	1	1	2					2					1		1		2
	%:	50.0%	50.0%	100.0%					100.0%					50.0%		50.0%		
*RNK TOT	N:	1	2	3					3					2		1		3
	%:	33.3%	66.7%	100.0%					100.0%					66.7%		33.3%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
Shumaker.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero

Full Time Faculty Tenure Profile by College & Department, Fall 2005

	TENURED	REGULAR ON-TRACK	TEMPORARY ON-TRACK	NTT and NOT*	TOTAL
COLLEGE OF BUSINESS ADMINISTRATION					
SCHOOL OF ACCOUNTING	7	9	10	1	27
FINANCE & QUANTITATIVE ANALYSIS	9	7	2	0	18
MANAGEMENT, MARKETING & LOGISTICS	16	5	8	0	29
SCHOOL OF ECONOMIC DEVELOPMENT	7	9	2	0	18
BUSINESS ADMINISTRATION TOTAL	39	30	22	1	92
COLLEGE OF EDUCATION					
CURRICULUM, FOUNDATIONS & RESEARCH	15	1	3	1	20
LEADERSHIP, TECHNOLOGY & HUMAN DEVELOPMENT	9	10	3	0	22
TEACHING & LEARNING	12	8	3	5	28
EDUCATION TOTAL	36	19	9	6	70
COLLEGE OF HEALTH & HUMAN SCIENCES					
HOSPITALITY, TOURISM, & FCS	12	9	4	1	26
PUBLIC HEALTH	13	7	8	2	30
NURSING	6	7	6	3	22
HEALTH & HUMAN SCIENCES TOTAL	31	23	18	6	78
COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES					
ART	10	3	7	0	20
COMMUNICATION ARTS	7	10	6	0	23
FOREIGN LANGUAGES	10	5	3	1	19
HISTORY	20	4	3	0	27
LITERATURE & PHILOSOPHY	14	5	4	0	23
MUSIC	13	3	1	0	17
POLITICAL SCIENCE	14	5	5	0	24
PSYCHOLOGY	9	4	2	0	15
SOCIOLOGY & ANTHROPOLOGY	7	7	2	0	16
WRITING & LINGUISTICS	24	7	22	2	55
LIBERAL ARTS & SOCIAL SCIENCES TOTAL	128	53	55	3	239
COLLEGE OF SCIENCE & TECHNOLOGY					
BIOLOGY	20	5	5	0	30
CHEMISTRY	11	3	4	0	18
GEOLOGY & GEOGRAPHY	8	4	2	0	14
MATHEMATICAL SCIENCES	18	9	16	5	48
PHYSICS	5	1	4	0	10
SCHOOL OF TECHNOLOGY	14	8	10	0	32
SCIENCE & TECHNOLOGY TOTAL	76	30	41	5	152
COLLEGE OF INFORMATION TECHNOLOGY					
INFORMATION SYSTEMS	6	4	5	0	15
COMPUTER SCIENCES	4	5	0	0	9
INFORMATION TECHNOLOGY	3	5	0	0	8
INFORMATION TECHNOLOGY TOTAL	13	14	5	0	32
LIBRARY	9	5	0	0	14
ACADEMIC SERVICES	1	0	0	1	2
UNIVERSITY TOTAL	333	174	150	22	679

*Non-Tenure Track

Note: Excludes administrators who hold faculty rank and faculty who are on leave.

SOURCE: Office of the Provost and Vice President for Academic Affairs
July 5, 2006

Graduate Faculty* by Rank & Gender, Fall 2005

	Professor	Associate Professor	Assistant Professor	Instructor	Part-Time	Temporary	Adjunct	Total
Member Graduate Faculty								
Male	92	87	59	0	0	2	1	241
Female	29	71	52	0	0	0	0	152
Total	121	158	111	0	0	2	1	393
Affiliate Graduate Faculty								
Male	1	0	5	0	9	9	8	32
Female	0	0	8	4	15	10	8	45
Total	1	0	13	4	24	19	16	77
Grand Total	122	158	124	4	24	21	17	470

*Note: Excludes faculty with administrative duties

SOURCE: Office of the Provost and Vice President for Academic Affairs
July 26, 2006

Average Salary by Rank & College, Fiscal Year 2006

	CLASS	COBA	COE	COST	CHHS	CIT	Overall
PROF	63,305	99,079	67,596	73,328	78,647	95,784	74,287
N:	41	19	12	28	5	3	108
ASOP	52,882	80,028	58,534	56,256	60,048	85,294	58,772
N:	56	13	22	40	21	5	157
ASTP	46,620	73,681	46,497	50,036	52,281	78,913	54,283
N:	79	33	19	36	27	13	207
INST		45,844	41,582	39,689	45,425		43,195
N:		1	5	1	4		11
Overall	52,499	81,821	55,004	58,518	56,974	82,842	59,963
N:	176	66	58	105	57	21	483

The FY2006 analysis, in compliance with Board of Regents' guidelines, examines the salaries of all regular full-time teaching faculty who are on a nine-month, state-appropriated contract and who are tenured or on a tenure-track line but who do not have Yamacraw, department or endowed chair responsibilities. Acting chairs are included in the computation because their base salaries do not change as a result of their acting chair responsibilities.

The following is a list of regular, full-time faculty that were excluded:

Department Chairs: Abell, Bartels, Bourland-Davis, Boyd, Carlson, Carter, Edwards, Eisenhart, Gowan, Harris, Henderson, Mooney, Moore, Pacelle, Peacock, Rhodes, Richards, Riecken, Sheppard, Vives and Williams.

Endowed Chairs: McCartney, Parker, Peace

Yamacraw: Cook, Cho, Greca

Source: Office of the Provost and Vice President for Academic Affairs

Faculty Research Grants Fiscal Year 2006*

Faculty Name	Research Title	Award
Geisler, Paul	Biomechanical differences between Obese and Non-obese during movement tasks	\$2,065.00
George, Sophie	Infaunal abundance in health and unhealthy marshes in Camden County, Georgia	\$10,000.00
Hargis, Peggy	A Sense of Place: The Making and Meaning of an African American Community	\$3,049.00
Wang, Xiao Jun	Long Persistent Phosphor Materials in Nano-System	\$3,128.00
Maurer, Trent	The Parenting Project	\$3,111.37
Geisler, Jonathan	Searching for Terrestrial Relatives of Whales in Mongolia	\$7,072.00
Cairney, Tim	Acceleration and Declaration of Cash Flows and Prediction of Corporate Value	\$2,500.00
Sinclair, Debra	Market Reaction to Sales Information	\$2,500.00
Reichgelt, Han	IT Application Modeling Using Petri Nets	\$6,400.00
Wu, Yan	A Robust Subband Interpolative Filter Design Applied in Signal Enhancement	\$530.00
Comerford, Kathleen	Reforming Priests and Parishes: Tuscan Dioceses in the First Century and Half of Seminary	\$5,000.00
Han, Hyo-Joo	Technology Acceptance Model for Older Adults	\$1,540.00
Tu, Wei	Integrated GIS and Spatial Econometric Approaches to Study the Spatial Differentiation and Environmental Consequences of the Emerging Digital Economy in the United States during the 1990's	\$9,163.00
Nayduch, Dana	Investigation of the housefly immune response: Could it be an Achilles' Heel?	\$9,873.00
Molina, Gustavo	Development of a phenomenological model for the mechanism of electron emission from sliding contacts	\$3,276.00

Total Awarded **\$69,207.37**

*FRC grant opportunities were streamlined into an annual process. As a result, fewer proposals were submitted and therefore funded. Remaining monies funded the FRC Student-Faculty Research Grants, which were collaborative research projects between a faculty member and a student (see below).

College	Faculty/Student	Award
COST	Laura Regassa and Matthew Fowler	\$3,000.00
COST	Dana Nayduch and Michael Sapp	\$2,991.00
CLASS	Timothy Whelan and Gina Bush	\$2,640.26
CLASS	Sue Moore and Bryce Stanley	\$3,000.00
CHHS	Padmini Shankar and Ebony Harden	\$2,996.37
CLASS	Charles Crouch/John Steinberg and Emily Dabney	\$2,959.28
COST	Quentin Fang and Amber Erickson	\$2,995.00
CLASS	Chris Gibson and Sara Morris	\$2,946.24
COST	Lissa Leege and Jacob Thompson	\$2,981.34
CHHS	Trent Maurer and Sha Tara Jackson	\$2,796.28
COST	Michele Davis-McGibony and Phoebe Pletcher	\$2,968.10
COST	Charles Trupe and Trever Slack	\$2,822.13
COST	Michelle Zjhra and Andreina Fuentes Carvajal	\$3,000.00
COST	Yan Wu and Daniel Linder	\$2,130.00
COBA	Douglas Johnson and Abby Lynes	\$3,400.00

Total Awarded **\$43,626.00**

Note: Grants effective beginning of fiscal year.

Source: Office of Research Services and Sponsored Programs

Faculty Awards for Excellence

The Awards for Excellence Program was created to recognize and reward faculty for exceptional achievements and to provide continuing opportunities for faculty development. Recipients must be nominated by their colleagues or students and are selected through a peer review process.

The Award for Excellence in Contributions to Instruction is not an award for the best teacher or the most popular teacher, but an effort to honor contributions to the teaching-learning process at the institutional level. The recipient must demonstrate excellence in the classroom and beyond by making contributions to the discipline and to the overall institutional mission.

The Award for Excellence in Research/Creative Scholarly Activity seeks to recognize persons who excel in their research efforts in addition to fulfilling regular full-time teaching responsibilities.

The Award for Excellence in Service is designed to recognize and reward faculty who use their academic disciplines to provide non-compensated assistance to the community and region as well as in the academic arena.

Each recipient receives a summer contract to continue instructional, research, or service activities and to develop a mechanism for sharing expertise with faculty, staff, and students.

Excellence in Service	Excellence in Instruction	Excellence in Research
	2005—2006	
Dr. Mark Edwards Professor of Physics	Dr. Pranoti Asher Professor of Geology & Geography	Dr. Ming Fang He Associate Professor of Curriculum, Foundations and Reading
Ms. Chris B. Geyerman Associate Professor of Comm. Arts	Dr. Laura Regassa Assistant Professor of Biology	Dr. Oscar Pung Professor of Biology
	2004—2005	
Dr. James Bigley Associate Professor of Hospitality, Tourism, & Family & Consumer Sci.	Dr. Thomas Case Professor of Information Systems	Dr. Bruce Schulte Associate Professor of Biology
Ms. Elfrieda Brown Assistant Professor of Public Health	Dr. Janie Wilson Associate Professor of Psychology	Dr. Edward Smith Professor of Psychology
	2003—2004	
Dr. Helen Graf Associate Professor of Public Health	Dr. Todd Deal Professor of Chemistry	Dr. David Rostal Professor of Biology
Dr. Martha Schriver Associate Professor of Middle Grades And Secondary Education	Danette Wood Assistant Professor of Nursing	Dr. Lorne Wolfe Professor of Biology
	2002—2003	
Dr. June Alberto Associate Professor of Nursing	Dr. Judith McLaughlin Professor of Health & Kinesiology	Dr. Richard Flynn Professor of Literature & Philosophy
Dr. Donald Drapalik Professor of Biology	Dr. Donna Saye Asst. Professor of Math/Computer Sci.	Dr. Xiao-Jun Wang Associate Professor of Physics
	2001—2002	
Diana M. Cone Associate Professor Family & Consumer Sciences	Neal Saye Assistant Professor Writing & Linguistics	Lance A. Durden Associate Professor of Biology
Ming Li Associate Professor Recreation & Sport Management	Alison Morrison-Shetlar Associate Professor of Biology	Fred Rich Professor of Geology

Source: Office of the Provost and Vice President for Academic Affairs

Full Time University Employees by Classification, Fall 2005

Classification	Male	Female	Black	White	All Other	Total
Executive/Admin/Managerial	57	41	6	90	2	98
Faculty	356	304	40	562	58	660
Other Professionals	157	203	49	307	4	360
Technical/Paraprofessionals	15	20	10	23	2	35
Clerical/Secretarial	23	255	64	210	4	278
Skilled Crafts	61	5	15	51	0	66
Service/Maintenance	134	127	171	83	7	261
Total:	803	955	355	1362	41	1758

Certain positions hired as Faculty are classified for EEO purposes as Executive/Administrative; accounting for the discrepancy between faculty data in Faculty Section of this Fact Book and data in this table.

Source : Office of Human Resources.

Staff Awards of Excellence

The Staff Awards of Excellence program recognizes and rewards employees for outstanding job performance. Effective 1994, the Awards of Excellence are awarded to eight staff members.

2005 Award of Merit Winners		2004 Award of Merit Winners	
Rebecca Akins	Continuing Education	Robbie Ambler	Distance Learning
Simon Bell	Information Technology Svcs.	Faye Bacon	Office of the Registrar
Jill Forehand	University Advancement	Jodi Caldwell	Counseling Center
Vicki Hodges	Human Resources	Kimberly Craig	Student Revenue Collection
Shirley Inman	Legal Affairs	Joan Greenlees	Parking-Traffic Control
Gwendolyn Jackson	Physical Plant	Anne Harris	Information Technology Svcs.
Tim Metcalf	Business & Finance	Janice Reynolds	Continuing Education
Lanell VanLandingham	Athletics	Debbie Tyson	Business & Finance
2003 Award of Merit Winners		2002 Award of Merit Winners	
Ken Carrington	Postal Services	Judy Bragg	Cashier's Office
David Churney	Physical Plant	Queen Eason	Physical Plant
Hilda Crovatt	Student Disability Resource Ctr.	Sandra Ellwood	Math & Computer Science
Curt Erwin	University Housing	Jill Ewing	Office of the Registrar
Dianne Hickman	College of Education	Terry Hart	Physical Plant
Roger Inman	Athletics	Kay Turner	Writing & Linguistics
Melanie Mosley	Alumni Relations	Kim Wiggins	Human Resources
William Session	Physical Plant	Robert Williams	Equipment Transport Services

Source: Office of Human Resources

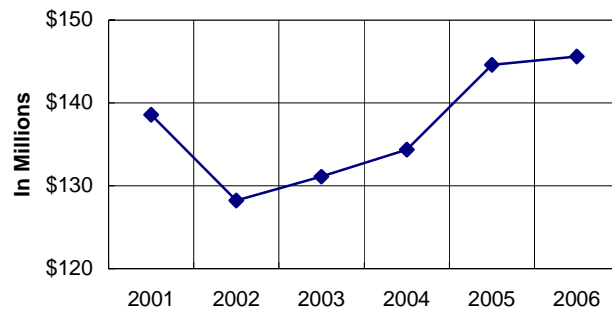
University Finance

Education and General Expenditures (E&G) by Fiscal Year (FY)*

Fiscal Year	Expenditures	% Change
2001	\$138,566,503	9.9
2002	128,226,735	-7.5
2003	131,123,677	2.3
2004	134,372,568	2.5
2005	144,558,908	7.6
2006	145,582,445	0.7

6 year change : \$ 7,015,942

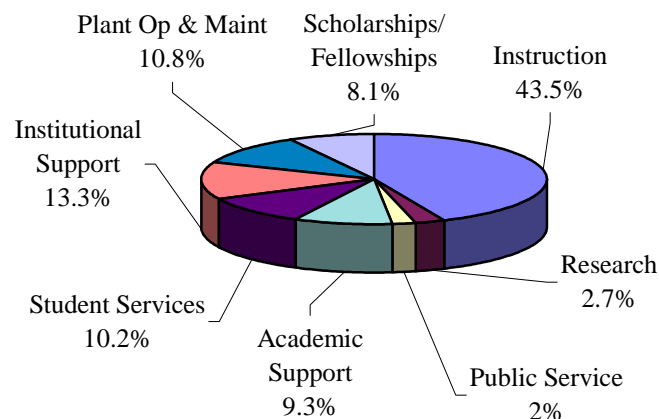
6 year % change : 5.1%



E&G Expenditures by Function and Object, FY 2006*

	Personal Services	Travel	Operating Expenses	Equipment	Total Budget	% Total
Instruction	56,917,595	638,815	5,307,698	394,933	63,259,041	43.5
Research	1,706,923	231,051	1,918,003	141,031	3,997,007	2.7
Public Service	1,542,520	186,749	1,244,686	7,260	2,981,215	2.0
Academic Support	9,772,409	226,497	2,093,103	1,456,642	13,548,652	9.3
Student Services	9,872,837	302,871	4,312,021	371,887	14,859,617	10.2
Institutional Support	14,792,358	134,025	3,963,264	537,233	19,426,880	13.3
Plant Op & Maint	7,965,100	34,756	7,566,424	157,188	15,723,469	10.8
Scholarships/Fellowships			11,786,565		11,786,565	8.1
Total	\$102,569,742	\$1,754,765	\$38,191,764	\$3,066,174	\$145,582,445	100.0

Percentage of Total Expenditures by Function FY 2006

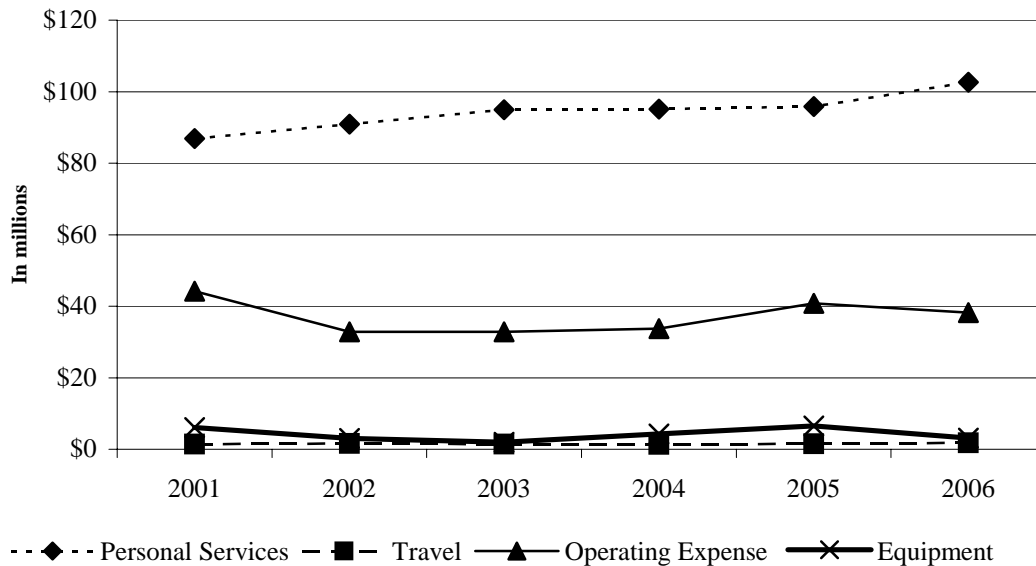


* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

Source: Office of the Controller

E&G Expenditures by Object, FY 2001—2006*

Fiscal Year	Personal Services	% Change	Travel	% Change	Operating Expense	% Change	Equipment	% Change
2001	86,865,983	1.1	1,392,703	4.2	44,172,146	2.5	6,135,671	-1.6
2002	90,911,485	4.7	1,572,210	12.9	32,764,583	-25.8	2,978,457	-51.5
2003	94,899,559	4.4	1,439,573	-8.4	32,819,586	0.2	1,964,959	-34.0
2004	95,091,702	0.2	1,327,373	-7.8	33,701,629	2.7	4,251,864	116.4
2005	95,789,203	0.7	1,456,458	9.7	40,821,729	21.1	6,491,518	52.7
2006	102,569,742	7.1	1,754,765	20.5	38,191,764	-6.4	3,066,174	-52.8



E&G Expenditures by Function, FY 2004—2006*

Function	FY 2004	% of Total	FY 2005	% of Total	FY 2006	% of Total
Instruction by College						
Business Administration	8,769,908	6.5	8,777,880	6.1	9,375,651	6.4
Education	6,359,338	4.7	6,557,457	4.5	6,751,665	4.6
Health & Human Sciences	6,510,744	4.8	6,933,893	4.8	6,683,986	4.6
Information Technology**	2,479,268	1.8	2,769,138	1.9	3,075,312	2.1
Liberal Arts & Social Sciences	16,346,523	12.2	16,744,944	11.6	17,866,082	12.3
Science & Technology	12,780,060	9.5	13,047,552	9.0	13,797,212	9.5
Academic Affairs & Others	5,228,587	3.9	5,702,825	3.9	5,709,133	3.9
Total Instruction	\$58,474,428	43.5%	\$60,533,689	41.9%	\$63,259,041	43.5%
Research	2,596,193	1.9	3,233,728	2.2	3,997,007	2.7
Public Service	2,631,298	2.0	2,232,500	1.5	2,981,215	2.0
Academic Support	11,860,730	8.8	12,462,325	8.6	13,548,652	9.3
Student Services	12,888,041	9.6	13,411,350	9.3	14,859,617	10.2
Institutional Support	16,339,649	12.2	16,907,366	11.7	19,426,880	13.3
Plant Operations & Maintenance	17,107,123	12.7	22,841,787	15.8	15,723,469	10.8
Scholarships & Fellowships	12,475,106	9.3	12,936,164	8.9	11,786,565	8.1
Total E & G Expenditures	\$134,372,568		\$144,558,909		\$145,582,445	

* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

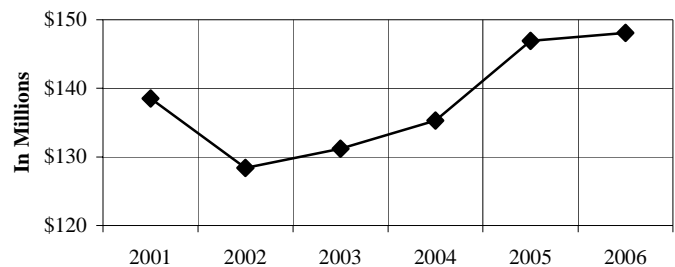
** The College of Information Technology was new as of Fall 2003

Source: Office of the Controller

Education & General Revenue by Source, FY 2001-2006*

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Tuition and Fees	34,653,397	33,551,224	36,686,349	40,542,368	45,415,990	51,055,690
State Appropriations	72,462,544	78,509,711	76,791,387	74,129,610	76,038,130	73,594,339
Grants and Contracts	27,287,267	13,625,019	14,576,724	17,304,225	18,853,496	18,252,496
Endowment, E&G only	48,888	27,996	79,092	69,150	71,237	73,396
Sales and Service	1,038,994	1,762,544	1,895,779	1,961,031	2,146,039	2,231,061
Other Sources	2,960,762	896,307	1,194,693	1,290,902	4,340,325	2,854,446
Total Revenue	\$138,451,852	\$128,372,801	\$131,224,024	\$135,297,286	\$146,865,217	\$148,061,428

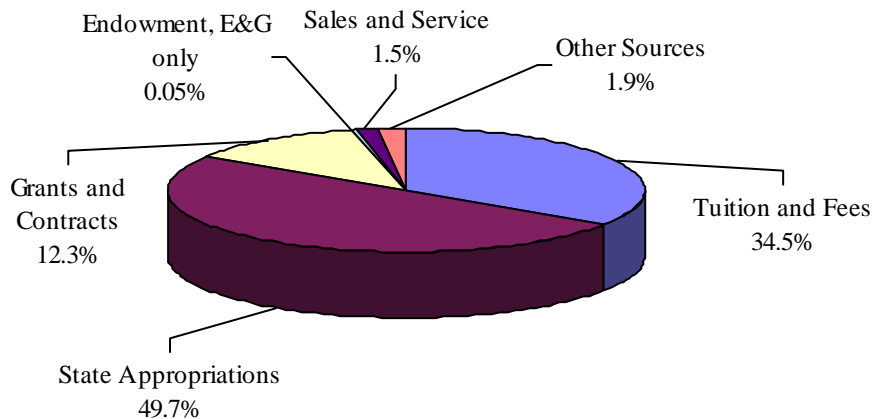
Fiscal Year	Revenue	% Change
2001	\$138,451,852	9.8
2002	128,372,801	-7.3
2003	131,224,024	2.2
2004	135,297,286	3.1
2005	146,865,217	8.6
2006	148,061,428	0.8



6 year change : \$ 9,609,576

6 year % change : 6.9 %

Percentage of Revenue by Source FY 2006



* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

Source: Office of the Controller

Grants & Contracts

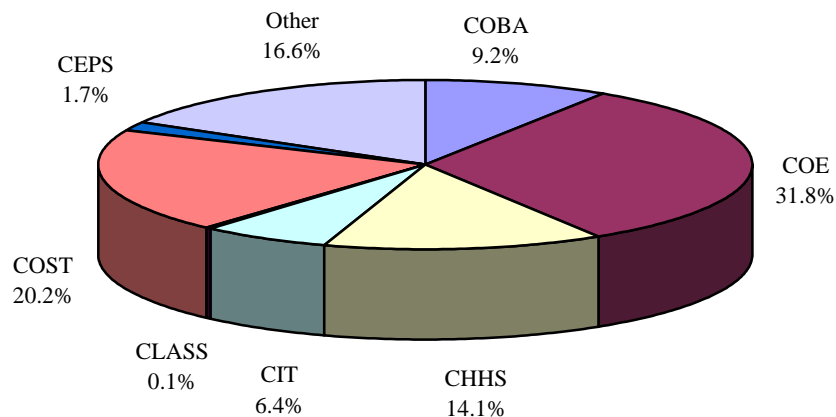
Awards to Faculty for Scholarly Activity by Fiscal Year

Purpose	FY 99-00	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Research	1,491,056	1,597,679	2,307,547	1,633,916	1,746,822	1,988,534
Instruction/Public Service	4,115,111	2,658,208	5,062,269	2,373,698	3,700,758	4,154,840
Total	\$5,606,167	\$4,255,887	\$7,369,816	\$4,007,614	\$5,447,580	\$6,143,374

Awards by College, FY 2005

College	#	Research	Instruction	Public Service	Total Value
COBA	7	\$429,721	\$6,000	\$130,000	\$565,721
COE	14	\$17,000	\$1,759,316	176,224	1,952,540
CHHS	14	175,000	602,505	89,331	866,836
CIT	8	207,345	184,740		392,085
CLASS	2			4,520	4,520
COST	30	1,141,643	99,342		1,240,985
CE&PS	3	17,826		83,556	101,382
Other	5		1,014,456	4,850	1,019,306
Total	83	1,988,534	3,666,359	488,481	6,143,374

Percentages by Total Value



Other - Associate VP for Academic Affairs and Dean of Graduate Studies, Associate VP for Academic Affairs and Dean of Undergraduate Studies, VP for Business & Finance, Vice President for Student Affairs and Dean of Students.

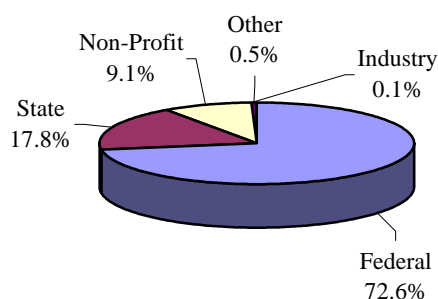
Note : Does not include Student Financial Aid Money.

Key : COBA—College of Business Administration, COE—College of Education, CHHS—College of Health & Human Sciences, CIT—College of Information Technology, CLASS—College of Liberal Arts & Social Sciences, COST—College of Science & Technology, CE&PS—Continuing Education & Public Service

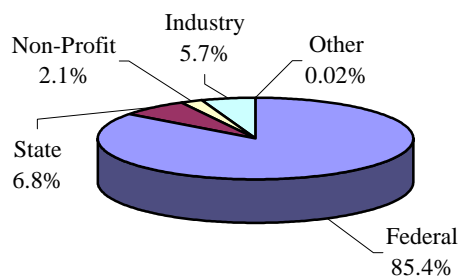
Source of Funds for Faculty Awards, FY 2005

Purpose	Federal	State	Non-Profit	Industry	Other	Total
Research	1,444,001	353,119	180,000	1,500	9,915	1,988,534
Instruction/Public Service	3,547,188	283,702	88,210	234,990	750	4,154,840
Total	\$4,991,189	\$636,821	\$268,210	\$236,490	\$10,665	\$6,143,374

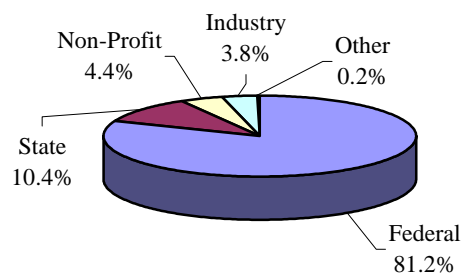
Research Awards by Source



Instructional/Public Service Awards by Source



Total Awards by Source



Cost of Attendance

Full Time Undergraduate

Fall 2005

Georgia Resident - No Dependents	
Books and/or Supplies	\$ 500.00
Fees	512.00
Personal Expenses	1,233.00
Room and Board	3,150.00
Transportation	800.00
Tuition	1,219.00
Total	7,414.00

Non Georgia Resident - No Dependents	
Books and Supplies	\$ 500.00
Fees	512.00
Personal Expenses	1,233.00
Room and Board	3,150.00
Transportation	800.00
Tuition	4,877.00
Total	11,072.00

Full Time Undergraduate—Enrolled in >=12 credit hours.

Georgia Southern University Foundation

The Georgia Southern University Foundation, Inc. is a non-profit corporation established in 1963 to raise and manage private dollars to enhance the mission of Georgia Southern University by funding projects and activities which are not funded through state allocations.

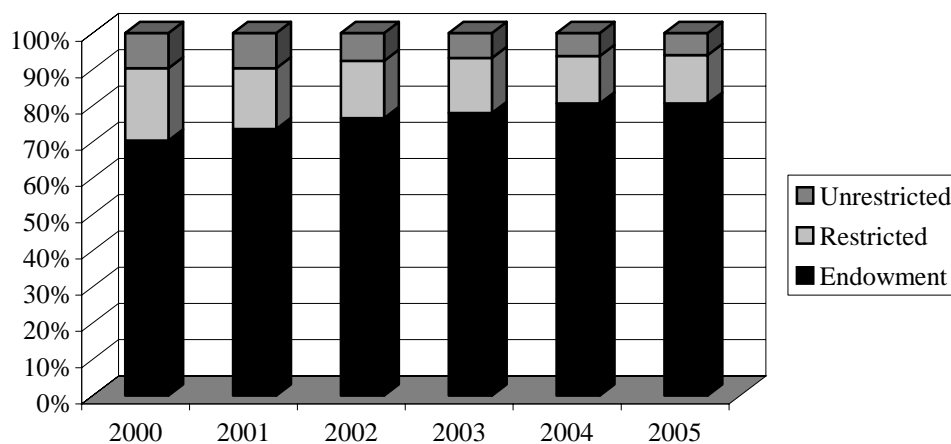
Examples of Support provided by the Georgia Southern University Foundation during the 2004—2005 Fiscal Year are :

Academic Projects/Faculty Development	\$ 25,000
Admissions	45,000
Arts Outreach	3,200
Marching Band	3,200
Scholarships	848,709

Fund Balances by Fiscal Year

Funds	2000	2001	2002	2003	2004	2005
Unrestricted	\$2,069,693	\$2,234,994	\$1,839,185	\$1,674,246	\$1,987,280	\$2,095,511
Restricted	4,246,262	3,876,003	3,804,763	3,684,469	4,049,750	4,623,944
Endowment	15,007,407	16,953,419	18,404,366	18,942,690	25,132,524	27,828,313
Total	21,323,362	23,064,416	24,048,314	24,301,405	31,169,554	34,547,768

Fund Balances



Library Statistics

	Academic Years					
Holdings	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
# of Bound volumes	532,722	541,535	549,945	561,413	568,551	577,172
# of Periodical titles	3,470	3,470	3,254	3,216	2,697	2,687
# of Separate govt. documents	652,105	670,491	681,576	693,620	706,174	719,819
# of Microform units ¹	898,373	848,869	864,932	877,364	884,997	888,272
# of Audiovisual materials ²	29,522	29,003	28,807	28,871	28,913	29,059
Total Holdings³	1,464,087	1,422,877	1,446,938	1,470,864	1,485,158	1,497,190
Library Activity						
Circulation Book Collection	52,467	44,654	40,294	39,612	40,167	35,090
Information: Reserve Collection	12,326	12,739	18,852	13,256	13,682	8,774
Interlibrary Loans: Borrowed	8,734	9,215	8,508	7,456	6,987	4,978
Interlibrary Loans: Loaned	7,682	8,305	9,210	9,964	8,778	7,850
Operating Expenditures	\$ 3,564,341	\$ 3,586,406	\$ 3,908,598	\$ 3,600,336	\$ 3,756,666	\$ 3,837,567

¹ Microfilm & Microfiche

² Cartographic, graphic, audio, film, video, and machine readable units.

³ Total Holdings are total titles and volumes less government documents.

Physical Facilities Inventory as of Fall 2005

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
Academic Buildings				
Academic Success Center	1987	7,000	281,000	420,000
Apparel & Interior Design 200	1975	750	43,000	89,280
Apparel & Interior Design 300	1975	1,116	64,000	67,680
Apparel & Interior Design 400	1975	1,116	64,000	60,000
Apparel & Interior Design 500	1975	846	49,000	89,280
Apparel & Interior Design 600	1975	846	49,000	67,680
Apparel & Interior Design Center	1975	3,838	221,000	307,040
Art Studio 810	1992	2,300	9,000	184,000
Arts Building	1937	52,056	417,000	4,685,040
Biology Building	1969	51,132	1,111,000	7,668,000
Biology Headhouse	1994	480	46,000	38,400
Bland Cottage	2000	1,317	10,000	125,115
Botanical Garden Administration	2000	2,315	10,000	254,650
Botanical Gardens Multipurpose	2002	800	44,000	76,000
Business Administration Building	1995	88,856	8,500,000	8,441,320
Carroll Building	1971	78,133	1,780,000	7,422,635
Carruth Building	1959	38,398	456,000	3,839,800
Center for Wildlife Education	1996	4,682	850,000	702,300
Ceramics Sculpture Studio	2000	22,686	1,194,000	944,585
Coastal Georgia Center	1998	52,433	10,000	3,770,360
Communication Arts	1990	12,240	577,000	1,162,800
Education Building	2000	104,760	12,026,000	n/a
Family & Consumer Science Building	1994	16,540	1,285,000	1,571,300
Family Life Center	1972	10,060	250,000	905,400
Forest Drive Classroom Building	1994	45,312	2,997,000	3,624,960
Foy Fine Arts	1967	69,485	1,478,000	7,295,925
Henderson Library	1975	133,618	4,126,000	12,025,620
Herty Building	1958	49,560	632,000	5,451,600
Hollis Building	1965	48,658	798,000	4,622,510
Information Technology	2003	138,988	24,118,000	n/a
Institute of Arthropodology & Parasitology	1960	3,603	49,000	342,285
Math Physics	1972	112,864	5,283,000	12,969,600
Military Science	1957	6,780	100,000	644,100
Nessmith Lane Continuing Education Building	1981	133,743	21,456,000	2,727,735
Newton Building	1972	41,806	951,000	3,971,570
Nursing I	1990	12,672	597,000	1,203,840
Nursing II	1992	11,500	555,000	1,035,000
Owl Barn	1997	144	5,000	15,840
Raptor Care	1997	2,261	62,000	248,710
Scene Shop	1986	2,400	55,000	84,000
Science & Nursing	2003	123,649	18,489,000	n/a
Technology Building	1995	80,868	7,800,000	8,086,800
Veazey Hall	1959	32,526	436,000	2,764,710
Weathervane Barn	2000	1,746	10,000	165,870
Wildlife Center	2004	1,560	90,000	148,200
Wildlife Center Pavilion	1999	2,547	10,000	241,965
Wildlife Display	1996	221	10,000	20,995
Williams Center	1958	39,278	576,000	3,731,410

(Continued on page 96)

Physical Facilities Inventory as of Fall 2005

(Continued from page 95)

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
Administrative Buildings				
Administrative Annex	1988	7,000	281,000	420,000
Anderson Hall	1907	18,566	98,000	1,763,770
Auxiliary Services	1977	6,205	22,000	496,400
Building 805	1990	17,280	815,000	1,641,600
College Plaza Building	1995	20,800	123,000	1,560,000
Cone Hall	1954	30,485	352,000	2,591,225
Cowart Building	2000	3,060	321,000	n/a
Deal Hall	1907	18,561	95,000	1,763,295
Georgia Emergency Management	1979	2,009	92,000	190,855
Jo Eidson Alumni House	1954	4,909	50,000	368,175
Lewis Hall	1937	24,466	347,000	2,324,270
Marvin Pittman Administration Building	1907	42,577	192,000	4,044,815
Parking & Transportation	2005	3,050	500,000	n/a
Rosenwald Building	1937	43,977	637,000	4,177,815
Campus Support Buildings				
AlternateNetworkCenter-under construction	2005	1,500	452,000	n/a
Auxiliary Distribution Center	1991	21,000	678,000	945,000
Building 806	1991	6,912	362,000	552,960
Central Receiving Warehouse	1969	12,120	182,000	545,400
Electrical Switch House	1975	805	34,000	402,500
Equipment Transport Services Warehouse	1991	2,250	50,000	56,250
Forest Drive Energy Control	1994	2,490	186,000	871,500
Greenhouse 1	1974	800	4,000	24,000
Greenhouse 2	1974	800	4,000	24,000
Greenhouse 3	1974	800	4,000	24,000
Grounds Equipment Building	1974	2,400	4,000	60,000
Grounds Storage	1974	359	4,000	8,975
Grounds Storage 2	1991	240	6,000	6,000
Hazardous Materials Bldg	2005	2,525	250,000	n/a
MC Anderson Pavilion	2002	7,888	225,000	1,399,825
McAnderson Pump House	1997	221	3,000	3,315
McAnderson Storage Facility	2000	4,038	309,000	n/a
Mechanical Building (IT)	2003	3,596	513,000	n/a
Mechanical Building (S&N)	2002	2,752	411,000	n/a
North Building	1989	8,640	471,000	820,800
Physical Plant Engineering	1991	4,931	313,000	367,500
Physical Plant Offices	1969	13,349	275,000	1,001,175
Physical Plant Shops 1	1969	2,219	10,000	166,425
Physical Plant Shops 2	1974	2,162	10,000	162,150
Public Safety	1992	7,000	551,000	665,000
Public Safety Annex	1991	480	5,000	12,000
Storage Building 813	1995	6,000	32,000	210,000
Storage Warehouse	1986	12,000	191,000	540,000
Tech 4	1987	288	2,000	4,320
Welcome Center/Parking & Transportation	1969	3,261	134,000	260,880
Well House 1	1963	240	60,000	84,000
Physical Education/Recreation Buildings				
Field Support Building	1998	2,304	221,000	221,184

(Continued on page 97)

Physical Facilities Inventory as of Fall 2005

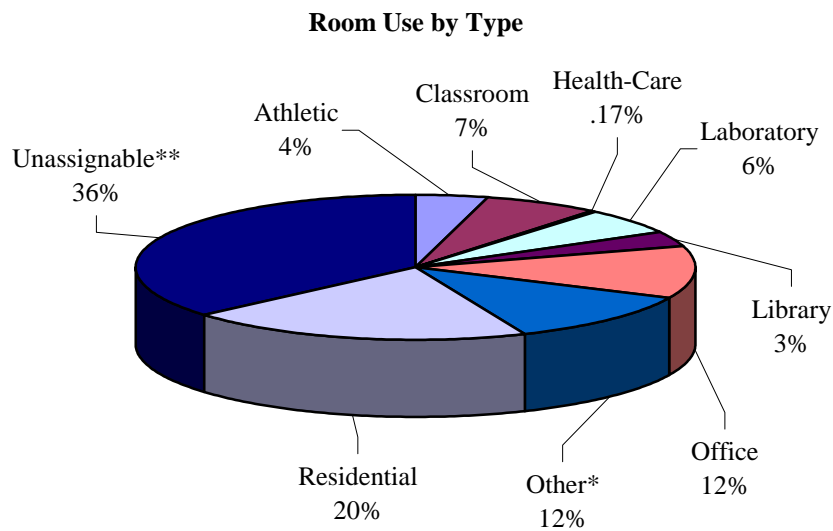
(Continued from page 96)

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
Hanner Complex	1955	158,163	1,675,000	15,816,300
Home Team Dugout	2004	1,502	30,000	150,200
Iron Works	1988	5,338	267,000	427,040
J.I. Clements Center	2005	10,098	2,505,000	n/a
J.I. Clements Maintenance Bldg	2004	700	40,000	70,000
Parrish Football Center	2000	11,963	1,351,000	n/a
Paulson Stadium	1984	69,125	10,000	6,912,500
Recreational Activity Center	1998	79,566	7,600,000	7,638,336
Soccer/Track Field Support	2005	1,095	65,000	109,500
Soccer/Track Training Facility	2005	3,048	375,000	3,304,800
Sports Complex	1974	2,612	190,000	195,900
Visiting Team Dugout	2004	1,062	25,000	106,200
Wiggins Baseball Building	1997	6,030	452,000	452,250
WildlifeCtrCampground Restroom	2004	707	85,000	n/a
Residence Halls				
Brannen Hall	1963	29,685	448,000	2,523,225
Eagle Village 1	2005	153,420	11,506,000	13,807,800
Eagle Village 2	2005	154,276	11,571,000	13,884,840
EagleVillage Community Center	2005	10,345	900,000	1,080,000
Hendricks Hall	1963	30,348	451,000	2,579,580
Johnson Hall	1970	79,720	1,428,000	6,776,200
Kennedy Appartments	1998	94,552	6,559,000	6,433,830
Kennedy Suites	1998	58,061	35,970,000	3,519,360
Olliff Hall	1966	58,740	949,000	4,992,900
Sanford Hall	1937	32,197	1,400,000	2,736,745
Southern Courtyard - Bldg 1	2003	34,612	2,457,000	2,942,020
Southern Courtyard - Bldg 2	2003	34,796	2,470,000	2,957,660
Southern Courtyard - Bldg 3	2003	57,964	4,115,000	4,926,940
Southern Courtyard - Bldg 4	2003	57,964	4,115,000	4,926,940
Southern Courtyard Community Center	2003	5,094	382,000	432,990
Southern Pines - Building 1	2003	50,104	4,209,000	n/a
Southern Pines - Building 2	2003	50,104	4,209,000	n/a
Southern Pines - Building 3	2003	50,104	4,209,000	n/a
Southern Pines - Building 4	2003	50,104	4,209,000	n/a
Southern Pines - Building 5	2003	25,283	2,123,000	2,123,772
Southern Pines Community Center	2003	6,492	499,000	551,820
Watson Hall	1994	44,871	3,346,000	3,589,680
Watson Hall Commons	1994	25,296	1,886,000	2,023,680
Winburn Hall	1967	49,184	879,000	4,180,640
Student Support Buildings				
Counseling Center	1997	8,392	853,000	629,400
Health Services	1976	15,337	827,000	1,457,015
Lakeside Cafe	1991	14,375	1,500,000	1,293,750
Landrum Center	1968	40,582	835,000	3,652,380
Russell Union Building	1990	104,032	7,500,000	9,362,880
Student Activities	1998	16,295	14,991,000	1,466,550
University Store	1989	18,979	1,400,000	1,803,005

Source: Facilities Inventory Reporting System. Replacement Cost is from the Report "University System of Georgia Selected Building Information—Fiscal Year 1999".

Facilities Room Use as of Fall 2005

Room Use Type	SqFt	% of Total
Athletic	156,680	4.08
Classroom	263,104	6.85
Health-Care	6,701	0.17
Laboratory	225,172	5.86
Library	126,723	3.30
Office	446,777	11.63
Other*	449,652	11.70
Residential	774,081	20.15
Unassignable **	1,393,231	36.26
Total Gross Square Footage	3,842,121	
Total Net Assignable Square Footage	2,448,890	63.74



*Other - Inactive Area, Alteration Area, Conversion Area, Unfinished Area, or, otherwise not categorized here.

**Unassignable—Custodial Areas, Circulation Areas, Mechanical Areas, Public Bath Rooms, and Structural Area.

Note: Unassignable Gross Square Footage also includes buildings and areas under construction or renovation.

NOTES:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a form designed for handwritten entries. There is no text or other markings on the page.

Georgia Southern University

Strategic Plan

Fall 2004

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

**Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment**

Georgia Southern University

Strategic Plan

Table of Contents

Introduction.....	3
Vision and Mission	5
Programs and Services.....	6
Stakeholders.....	8
Comparative Advantages.....	10
Strategic Themes.....	13
Academic Distinction	
Student-Centered University	
Technological Advancement	
Transcultural Opportunities	
Private and Public Partnerships	
Physical Environment	
Annual Strategic Planning Process Timeline.....	23
Conclusion	24

No institution, no university, ever became great without expecting to be great.

Our expectations must envision greatness...

Bruce Grube, President, Georgia Southern University, 1999

Introduction

On September 1, 1999, the President of Georgia Southern University, Bruce F. Grube, charged the Strategic Planning Council (SPC) to produce a Level I (institutional level) strategic plan for the University. The charge included developing a vision of our future that could be shared and valued by the entire University community. This plan represents a comprehensive strategy which raises our collective expectations of the quality we can achieve, directs the services we provide, and targets the stakeholders we serve. The plan will enable the University, over the next decade, to utilize our resources with more efficiency and effectiveness and guide us to increase available resources. In January of 2004, the SPC began a revision of all levels of the Strategic Plan. What follows is a revision of the Level I University Strategic Plan.

As this plan guides the University toward its intended state of being, it will be the primary determinant of resource allocation and the yardstick for assessment. Every program and activity will be viewed and reviewed through the lenses of congruence with the University's goals and contribution to attainment of the University's strategic objectives. The University will sustain programs that are essential to its core mission; it will enhance programs that propel it toward its destination; and it will modify programs that are found to diverge from its intended path.

The SPC began the planning process by inviting a representative array of campus constituents to conduct an analysis of the institution's strengths and weaknesses and environmental opportunities and threats. Those constituencies included undergraduate and graduate students, the Faculty Senate Executive Committee, the Personnel Advisory Committee, the Deans' Council, the African-American Caucus, and administrative directors. The SPC then applied their analyses to the six strategic themes identified as the pillars of Georgia Southern's future. We asked these questions: Where does the University go from here? What does our future look like? What is our vision of the direction and reputation of Georgia Southern University? The simple answer is this: **"Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years."** The more complex answer, the destination we plan to reach together, is found in the body of this plan which articulates the elements of the six strategic themes and the steps to implement them. The institutional level plan (Level I) outlines our strategic vision for the future and our commitment to the decision-making process necessary to initiate the journey to greatness. It paints our shared vision in broad strokes. The Level II Plan, strategic implementation, and the Level III Plan, academic and administrative unit tactics, will provide the fine points of operational leadership.

The plan begins with a statement of the University's vision and mission; it attempts to identify our key stakeholders and our relationships with them; it then sets out a summary of our program and service offerings, a delineation of the University's comparative advantages, and the definition of the Plan's six strategic themes and their strategic objectives. The Plan articulates action steps to initiate the strategic objectives at the University level, thus providing a framework for University-wide implementation supported by operating-level tactics and policies.

Our analysis of strengths, weaknesses, opportunities, and threats culminated in widespread agreement on the challenges facing Georgia Southern University along our road to greatness. These are among the key challenges addressed in this plan:

- ***Expectations.*** The plan raises the bar for all functions of the University including, but not limited to, learning, teaching, scholarship, admissions, student services, business and finance, and university advancement.
- ***Technology.*** Educational and informational technology, in all its manifestations, must pervade new approaches to teaching, learning, scholarship, and administration throughout the University.
- ***Globalization.*** We must strive to reach an understanding of global perspectives while striking a balance with service to state and regional needs.
- ***Students.*** We must seek out and enroll a student body well-prepared for college, academically motivated, and ethnically, socially, and economically diverse.
- ***Accountability.*** Students, faculty, and staff must be accountable to their stakeholders, themselves, and the University.
- ***Financial Support.*** Public higher education faces a decreasing share of state-appropriated funds. We must develop the ability to generate financial support from outside sources and through partnerships. We must also exercise the discipline to make difficult reallocation decisions.
- ***Marketing.*** We must tell our story boldly, accurately, and professionally to ensure that the University's reputation reflects the reality of our stature in the University System and our institutional comprehensiveness, quality, and character.

Finally, we must invest ourselves in this plan and its vision of a campus community of civility and respect; a culture which values scholarship and learning in all its endeavors; and a collegial campus governance system reaching out to all levels as important strategic decisions are considered. Academic distinction is the core of our vision of greatness, and while six strategic themes establish the platform for Level I, we must focus all our energies on an uncompromising expectation of excellence and the nurturing of an intellectual community. When that is achieved, our greatness will be validated.

Vision and Mission

Vision - Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

Mission – Approved by the Board of Regents June 30, 2004

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Programs and Services

Georgia Southern University is a member institution of the University System of Georgia. A residential university of more than 16,000 students, Georgia Southern University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern University is Georgia's third largest university and is among the most comprehensive centers of public higher education in the state.

A *Master's I* university accredited by the Southern Association of Colleges and Schools, Georgia Southern University offers 130 academic majors in a broad array of baccalaureate degrees and selected master's and doctoral programs. The University has earned national accreditation in 29 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Human Sciences, Information Technology, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. The University awarded 2,610 degrees during 2003-2004 including 23 doctoral degrees.

The University is one of the top two choices in Georgia for new freshmen, including HOPE Scholars. Georgia Southern University enrolls with increasing selectivity a student body representing in recent years all of Georgia, almost every state, the District of Columbia, two territories, and more than 80 nations. Moreover, at least four-fifths of undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students. The average SAT of entering freshman has increased from 987 in Fall 1999 to 1078 for Fall 2004.

More than 150 campus organizations bring students together around their special interests. The organizations include academic associations, performing arts groups, honor societies, team sports, fraternities and sororities, service clubs, and religious groups. Most organizations also participate at the regional or national level, with opportunities for students to expand their horizons. Georgia Southern University's reputation as a "warm and caring, friendly campus" begins with the University's commitment to serving students, offering the support needed to meet the challenges of college life and beyond. These services range from guiding students in planning their curriculum to assisting graduating seniors in finding employment opportunities.

Georgia Southern University fulfills its service mission through outreach and research in economic development, education, rural health, and environmental science. The University is raising the number of professionals in the region through programmatic offerings in Savannah, Brunswick, Augusta, Dublin, and Hinesville.

Founded in 1906 as a district agricultural school, the institution advanced to become a teachers' college, a senior college, and in 1990 the first university in the southern half of Georgia. The University has recently emerged from a decade of growth that doubled its enrollment. The 670-acre park-like campus is completing a \$200-million building and beautification renaissance that spanned the decade.

The learning environment for students and the public is enhanced by the Georgia Southern University-Statesboro Symphony, a Library serving the University's entire community, a museum of cultural and natural history, a botanical garden, a new performing arts center, and a unique wildlife education center. The University's Division I athletic teams compete in the

Southern Conference and have attained national recognition. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts, and within 200 miles of Atlanta.

Georgia Southern approaches its centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

Stakeholders

The University's stakeholders include all of its publics, those who deal directly with it and those who are affected by it even at a distance. The categories of stakeholders listed here are not mutually exclusive, and the list is not exhaustive- any individual or organization may recognize itself in several groups. The University respects its mutually beneficial relationships with its stakeholders, and strives to maintain those bonds across time and distance.

Prospective Students. Georgia Southern University assertively recruits students who are considering undergraduate and post-baccalaureate education. Most desirable to prospective students are Georgia Southern University's image of academic distinction and students' reasonable expectations of success in a rigorous environment. Other attractions for traditional students are the perception of the complete away-from-home college experience and identification with an institution of notable athletic prowess. Place-bound professionals identify with the best local source of educational advancement, and other non-traditional students find comprehensive offerings and scheduling alternatives designed to meet their specific needs.

Undergraduate Students. Georgia Southern University enrolls with increasing selectivity a diverse group of students from across the state, the country, and the globe. The undergraduate population is defined not by region nor demographic characteristic, but rather by preparation, achievement, and motivation as indicated by an increased SAT of entering freshman.

Graduate Students. Georgia Southern University enrolls graduate students in two distinct groups: those whose educational needs are fully served by our advanced and terminal degree programs, and those whose professions require continuing advanced education for certification or license. Georgia Southern University provides one of its most focused responses to community and regional needs with its advanced degree programs.

Alumni. Georgia Southern University maintains a "community bond" with its graduates that transcends location, and our graduates remain involved in the development of the institution. This relationship is founded on graduates' commitment to the ideals of the institution, particularly citizenship, service, and lifelong learning, and the University's desire to maximize the value of a Georgia Southern University degree.

Faculty. Georgia Southern University benefits from a corps of instruction that collectively places teaching at the forefront of the traditional triad of faculty responsibilities: teaching, scholarship, and service. The spirit of community among the faculty is based on mutual respect, shared governance, compensation at competitive levels, and opportunity both for professional advancement and to perform valued service to the University and the community at large.

Staff. Georgia Southern University employs professional and support staff who are attracted to the University's signature learning environment. By their efforts and their attitudes the staff members play an active role in developing the University and relating it to its publics. Whether maintaining the physical campus, developing new contributors, or administering financial accounting, they are instrumental in producing the University's signature experience. The staff share a desire to facilitate students' successful transition to college, to foster a diverse and collegial university community, and to help individuals adapt and grow in a complex environment. The staff take justifiable pride in their work ethic and their association with a university of distinction.

Supporters. Georgia Southern University benefits from many supporters including individuals, businesses and commercial enterprises, governmental agencies at all levels, and cooperative organizations. Individuals and businesses demonstrate strong financial and personal commitment to the University in their support of fund-raising campaigns, athletic events, and community-oriented projects. Governmental support comes in many forms- traffic control, immunizations offered on campus, opportunities for internships and active learning. Cooperative organizations include the Georgia Southern University Foundation and Southern Boosters, both of which are essential to the University's successes.

Employers. Georgia Southern University relies on employers and others who engage our graduates; these stakeholders validate our efforts in the most tangible way. In addition to hiring graduates, this group supports the University and its academic programming by serving on advisory boards and by sponsoring internships, cooperative education, and other experiential education for our students.

The External Community. Georgia Southern University relates to the community, state, and region through its educational opportunities for traditional and non-traditional students, stimulation of economic development, creative problem solving, and cultural outreach programs. Additional external constituents include the Board of Regents, employers, the General Assembly, other funding partners, and graduate/professional schools. Georgia Southern University enhances its identification with the national and international community by producing graduates possessing a well-rounded foundation of knowledge, specific skills related to chosen fields of study, and awareness of their personal responsibilities as national and global citizens.

Comparative Advantages

Georgia Southern University aspires to provide the best undergraduate learning experience in the University System of Georgia, and through excellence in selected graduate programs to be recognized as one of the premier comprehensive universities in the country. These aspirations will grow in reality and reputation from the University's commitment to academic distinction. In that regard, Georgia Southern University will provide all undergraduate students with a core curriculum grounded in the fine arts, humanities, natural sciences, and social sciences that encourages the exploration of humankind's role in the universe. While incorporating the latest technologies in the discovery, transfer, and application of knowledge, the University's primary mission is to offer a traditional student-centered residential learning experience that fosters holistic personal growth. The University takes pride in its "personal touch" and is committed to providing attention to the individual needs of students. The University's commitment to these principles extends to its graduate offerings where opportunities for student-faculty engagement and enrichment abound.

Engagement. GEORGIA SOUTHERN UNIVERSITY'S MOST IMPORTANT COMPARATIVE ADVANTAGE IS ITS CULTURE OF ENGAGEMENT, where students work side-by-side with faculty and staff, participating in active learning related to the acquisition and use of knowledge for the benefit of humanity. "Engagement" permeates explanations of who we are, what we do, and how we differentiate ourselves from other institutions, and is integral to Georgia Southern University's many advantages.

Engagement refers to the psychological and physical energies invested in active participation in the learning process (in-class and out-of-class). At Georgia Southern University, expectations for engagement are set high for students to take the initiative and responsibility for their active involvement in learning activities, and for faculty and staff to invest in supporting student successes. All are partners in the learning process, and the result is a campus culture of participation and personal attention. The benefits of engagement accrue to the university community in direct proportion to the time and energy invested by all members of the community.

Size and Comprehensiveness. Georgia Southern University students find the academic comprehensiveness and quality characteristic of major universities offered on a campus that specializes in integrating these advantages with opportunities for engagement and the formation of personal connections. Indicative of the increasing comprehensive status of the University, is the recent approval of the College of Information Technology and School of Public Health in the University System of Georgia (the first such entities within the University System of Georgia).

Faculty. The faculty bring alive the culture of engagement. Faculty are primarily full-time, terminally degreed, experienced in their professions, and committed to a student-centered university. Faculty are willing to forge personal relationships with students and involve students in their scholarship and service activities. Student Affairs provides co-curricular programming to enhance faculty interaction with students beyond teaching, scholarship, and service roles. At few other institutions will students find this level of engagement.

Location. Situated in a college town in a rural area of the state, Georgia Southern University is a place where students quickly form connections with each other and the people of a region known for hospitality and friendliness. Georgia Southern University's geographical location provides a mild climate, an attractive ecological site, a safe community, proximity to major population centers for cultural enrichment and commerce, and ready access to any part of Georgia.

Intellectual Resources. The University makes its collective knowledge base available to students, faculty, and surrounding community to an unprecedented extent. The Library surpasses conventional standards by being open seven days a week, twenty-four hours a day, both on-site and via the Internet. Electronic linkages to other locations serve clients quickly. A continuously evolving University web site makes available news, class materials, information from the institutional research function, academic and administrative policies, catalogs and calendars, e-mail, references and links to other reference sites, and personal pages. Computer labs throughout the campus allow students to use information resources from many sites, while dial-in connections are available in limited but increasing numbers.

The Physical Campus. The University's naturally beautiful 670-acre campus is one of its remarkable attributes. The campus includes a diversity of biological communities such as pine forests, sand hills, gardens, wetlands, and ponds. The old brick of the historic original campus blends with the distinctive architectural landscape of the "new campus" linked by a network of brick walkways lined with live oak trees. New buildings now rising extend the University's horizon; yet the campus can be walked in comfort and safety, with inviting places for students to gather indoors and outdoors. Space is plentiful and practical for students to be students, both in intellectual growth and in affective development.

A Service Ethic. Service and leadership opportunities are promoted on and off campus, and these activities solidify connections with the internal and external communities. Students find opportunities to expand their active learning by taking part in service projects both on campus and across the community. Faculty and staff contribute their time and energies for their mutual benefit and to enhance the town-gown relationship.

Outreach Programs. In addition to offering programs for educational and professional advancement, economic development, and cultural enrichment, Georgia Southern University involves the general population in enriching experiences through its public centers such as the Museum, the Center for Wildlife Education, and the Botanical Garden. These centers embody all elements of the University's mission: serving students through teaching, serving faculty and staff through research and service, and serving the external community through outreach and lifelong learning. The clientele of the centers includes more than 75,000 visitors annually ranging from primary school pupils through Elderhostel participants. In addition, the new Georgia Southern University Performing Arts Center will be a locus of the musical and theatre arts for the on- and off-campus communities.

Athletics. Georgia Southern University participates in a full array of intercollegiate athletics at the NCAA Division I level. Its football team has won six national championships in the I-AA class; its baseball team has participated in the College World Series; and its other intercollegiate teams continue to bring recognition to the University and its student athletes. A significant component of the student experience is the University's intramural athletic program. The Recreation Activity Center building encloses a track and venues for many popular athletic activities for students, faculty and staff, embodying the campus concern for wellness. The University's field house is the site of intercollegiate athletics, and it is part of a complex that houses laboratories to study human performance and wellness.

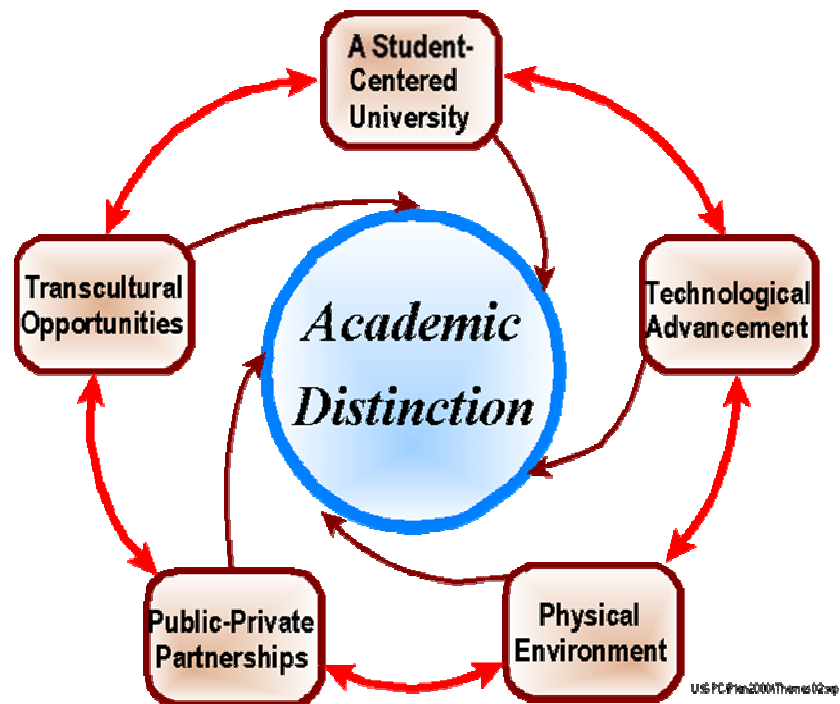
Administrative Philosophy. The four major constituencies- Students, Faculty, Staff, and Supporters- are represented by their respective Vice Presidents on the President's Cabinet. From the Student Government Association to the President's Advisory Committee on Personnel to the Faculty Senate to the University Foundation, all members of the University community may become actively involved in its planning and administrative processes. The administrative process is characterized by dialogue and discourse conducted in a civil manner.

Strategic Themes

The vision of becoming recognized as one of the best public comprehensive universities in the country identifies the University's destination. The Level I plan articulates the overall strategic objectives and action steps to achieve this goal. The Level II and III plans describe how we will arrive there. Our journey is guided by six essential strategic themes, with the core being academic distinction.

Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment

The proposed action steps do not necessarily represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have made since 1906. We are already an excellent university, and we can contemplate actions that will enable us to become better, and clearly one of the nation's best public comprehensive universities. Given the differences among the units within the University, it is not anticipated that every unit will pursue the same themes. However, if the University is to progress, academic distinction must be the top priority at all levels and in all units.



..... Academic Distinction

Academic distinction is the core of our vision to become a nationally recognized comprehensive university. Academic distinction requires the University to focus its efforts ultimately on that goal and its pursuit. The other five strategic themes support the attainment of academic distinction.

Academic distinction reflects the quality and comprehensiveness of our academic programs and the manner in which we support and strengthen those programs. Academic distinction is manifested by an uncompromising expectation of excellence, a campus-wide focus on the development of an academic environment, the nurturing of a community of intellectualism, and a commitment to lifelong learning in a diverse and technological global environment.

Academic distinction is validated both externally - by the public, the academic community, and our stakeholders - and internally by our own measures. Academic distinction will be affirmed when Georgia Southern University becomes a nationally recognized comprehensive university known for uncompromising quality in undergraduate education and selectively developed graduate programs. As the University works to achieve its vision, attention will be given to the distinctiveness of our situation: national recognition of programs and personnel; a no-compromise approach to the pursuit of excellence; a rich learning environment that emphasizes engagement; outstanding service to the region, state, and nation; a first-rate faculty; a staff that supports the University's distinctive learning environment, a student body that represents the diversity of our region and of society; and a unique physical environment that connects students to place and challenges them to broaden their perspectives on the world at large.

Strategic Objectives

- A pervasive culture of learning and engagement
- Informed use of cutting-edge technology to attain information literacy
- A physical campus that in form and function enhances academic climate and culture
- A rich cocurricular environment
- Cross-fertilization through intellectual partnerships across academic disciplines and institutions
- A resource base necessary for "first choice-first tier" distinction

Action Steps

- **Forge a stronger academic profile** by any combination of these viable alternatives: continuing to raise admission standards; capping enrollment; enhancing the quality of undergraduate and graduate curricula; assessing student learning outcomes; increasing retention, graduation rates, and enrollment of transfer students; allocating resources for undergraduate honors programs and graduate education; increasing the number of endowed chairs; and, maintaining and seeking program accreditations.
- **Extend the culture of engagement** to all campus units by increasing collaboration among campus divisions to foster a rich cocurricular environment, identifying resources for faculty-student collaboration in scholarship and service, and emphasizing "engagement" in guidelines for hiring, promotion, and tenure.
- **Support and strengthen the excellent faculty** as a cadre of teacher-scholars at Georgia Southern University through increasing the percentage of faculty with

terminal degrees, quantity and quality of faculty scholarship, and rewards for excellence in teaching, scholarship, and service.

- **Assertively market Georgia Southern University academics**, aggressively tell the Georgia Southern University story, target "first-tier" status among comprehensive universities as measured by "best colleges" publications, and attain external validation of our programs through national accreditations and other recognition.
- **Cultivate an academic environment** exemplified by high expectations, engagement, self-directed academically-motivated students, scholarly faculty, cutting-edge technology, a physical campus that symbolizes the pursuit of academic excellence, and a commitment to wellness. Recognize that high-quality faculty scholarship and teaching are intimately and positively related to the recruitment and retention of high-quality students.
- **Make available the University's intellectual resources** to all of its stakeholders, providing in-person and on-line access to the Library's holdings and facilities, the University's own data, and the expertise of University students, faculty, and staff, thereby creating additional opportunities for active and experiential learning, service to the community, and research.

..... Student-Centered University

A student-centered university known for academic distinction holds high expectations of its students, faculty, and staff. Students, as engaged learners, are the principal agents of their own success. Faculty are innovative facilitators of student learning, exemplary scholars, productive researchers, models of service, and creative artistic performers. Staff members are focused on supporting a climate and physical environment which promote student learning and engagement both in and out of the classroom. Above all, faculty and staff enthusiastically value, pursue, and determinedly guard their interactions with students.

A student-centered university prepares its students for responsible citizenship, advanced study, meaningful employment, and life-long learning. A student-centered university nurtures diverse talents, individual learning styles, and unprecedented ideas. The university's students develop a personal belief system grounded in a rigorous collegiate experience.

Strategic Objectives

- Scholarship and learning as the foundation of all endeavor
- An environment that integrates student learning and personal and career development into a holistic educational experience
- A community characterized by civility, respect, cooperation, responsibility, and understanding among all its members
- High-quality student services which support our culture of scholarship and learning

Action Steps

- **Provide a rich, on-campus residential experience** for all students who desire it. Create residential opportunities that will attract first-time, full-time freshmen to live on campus. Continue to improve the First Year Experience. Provide up-to-date technology and physical facilities to enhance both in-class and out-of-class learning experiences. Increase resources and enter into public-private partnerships to enhance residential life experience on and near the University campus.
- **Convey high expectations** for academic achievement, appropriate behaviors, and time spent on task. Assist students in the development of an informed set of values, ethics, and beliefs. Foster a campus climate that promotes student affective development, healthy lifestyles, personal maturation, civility, and respect. Empower students to develop their own ideas, be innovative, and actively search for means to address their needs, fulfill their responsibilities, and prepare themselves for a career.
- **Promote engagement of students, faculty, staff, and administrators** in events, activities, and scholarship. Provide opportunities for meaningful interaction among members of the University community by offering cultural, athletic, entertainment, and social events that complement a positive collegiate experience. Offer a wide array of study-abroad and cultural exchange opportunities for students and faculty.
- **Consistently assess the quality of student interactions with all on-campus service units** from the divisions of Academic Affairs, Business and Finance, University Advancement, and Student Affairs, with the goal of delivering student services effectively and efficiently.
- **Facilitate students' progression** through a seamless transition from campus life orientation through academic advising and career development to graduation as competent contributors to society.

..... Technological Advancement

To enhance Academic Distinction, the University must use the best and most appropriate technological tools available to support teaching and learning opportunities and effective administrative practices. The full integration of technology into all appropriate functions of the University will aid in attracting and retaining high-quality students and highly-qualified personnel. Technology, for our purposes, is defined as all devices involved in the creation, storage, and dissemination of knowledge, including classrooms, laboratories, and libraries; the entire spectrum of communications; the maintenance of habitable environments; the transportation of people and goods, and the efficient delivery of services.

Technology contributes to Academic Distinction when it is integral to the attainment of the University's goals and objectives. Technology serves students by facilitating the learning process, linking students to faculty, and delivering administrative services. Technology serves faculty by expanding pedagogical alternatives, opening new avenues in support of scholarly activities, and increasing opportunities for outreach and service. Technology serves administrators by promoting effective planning, enabling informed decision making, and encouraging efficient allocation of resources.

Strategic Objectives

- Information technologies that are integrated with and support and enhance teaching and learning
- Student access to and training in the use of technology to enrich learning and personal development
- A networked environment based on a universal e-mail system and shared information resources to facilitate communications among and between students, faculty, administrators, and staff
- Equipment, systems, training, and support that encourage and facilitate teaching and learning, and scholarly activity
- A decision-support system responsive to user needs that facilitates informed planning and administration
- Administrative systems that utilize appropriate technologies to effectively deliver the highest level of service to the campus

Action Steps

- **Plan and budget for continuous funding** of equipment, software, technology infrastructure, and technical staff to train and support students and employees in the effective and ethical use of technology.
- **Provide the technological infrastructure** needed to support the scholarly, administrative, and service activities of the University. Provide appropriate support and training for students, faculty, staff, and administrators. Improve student access to computers and structural capacity to accommodate a growing number of computer users. Facilitate access to the Internet from student residences on- and off-campus. Reduce the ratio of students per computer. Enhance the quality of distributed education delivery systems. Refine and enhance administrative computing systems, and provide an effective level of support for these systems.

- **Increase electronic access** to administrative services.
- **Maintain the Technology Fee.** The University must ensure that all students have access to the benefits of technology. The University and the student body approve a modest fee that pays for facilities and services available to all students to support a range of technological systems that might include distributed fully-equipped computing labs, staff, and the cost of consumable supplies.
- **Design new facilities and renovate existing facilities** to accommodate multiple teaching and learning methodologies, technologies, and access to campus network resources.

..... Transcultural Opportunities

Transcultural can be used synonymously with intercultural, multicultural, cross-cultural and global. It refers to other cultures whether they be found across the globe or in the same neighborhood. As used in this document, transcultural refers not only to international experiences but to the variety of diverse cultures that are part of the University and the region. The definition of transcultural is being broadened to include issues of gender diversity as well. Georgia Southern University wants our students, faculty and staff to experience and become comfortable with a wide range of cultural environments. The University also wants to play a leading role in exposing the larger regional community to these diverse cultures. Transcultural experiences should be explored and celebrated as an integral component of the University's learning experience.

Transcultural opportunities enable Georgia Southern University students, faculty, alumni, and staff to experience and become involved with a wide range of cultural environments. The University will continue its leadership in the academic community as a place where diversity is celebrated and explored. Georgia Southern University's role as a leader in the state and region also encompasses a responsibility to broaden the larger community's understanding of the enriching aspects of diverse cultures.

Strategic Objectives

- Increased exposure to global cultures
- Increased understanding of our multicultural campus
- Understanding of diversity in all forms
- A physical and social campus environment that encourages engagement in the exploration of diversity

Action Steps

- **Increase diversity among faculty, staff, students, and administrators.** Promote diversity and transcultural experiences through recruiting, retaining, and graduating under-represented student populations.
- **Provide more diversity and transcultural experiences** both on- and off-campus. Develop, improve, and support programs that foster understanding and appreciation of various forms of diversity.
- **Expand transcultural opportunities** and experiences for the campus and the community, integrating them into program curriculum and developing external partnerships to create opportunities wherever possible. Promote the study of foreign languages. Offer increased study abroad opportunities for students and faculty; establish centers abroad in strategic locations; and continue to emphasize internationalizing the curriculum. Encourage the exploration and study of local cultures.
- **Develop an advising program for international students** . Increase the number of out-of-state students and of international students and the countries they represent.

..... Private and Public Partnerships

A public university rises to national recognition by building upon support beyond its state-funded budget. A public university attains regional leadership by serving people and solving problems through outreach and engagement. Partnerships with the public and private sectors are critical to expanding support and extending service to numerous constituencies.

Developing public and private support for quality enhancement and service initiatives - through gifts, grants, contracts, or collaborative ventures - is crucial to achieving goals of greatness. Georgia Southern University's Centennial in 2006 is a golden opportunity to capitalize on constituent support, particularly alumni, faculty and staff, community and corporate donors, and boosters - partners with a stake in the stature and success of the institution.

The future will demand the University's contributions to improving economic development, educational attainment, health care access, cultural opportunities, and environmental quality. This presents a natural opportunity for collaborative alliances with other post-secondary institutions, schools, business, government, communities, and philanthropies. The public centers continue as elements of partnerships with primary and secondary schools throughout the state.

Promoting partnerships as a means of achieving greater results requires institutional encouragement and coordination for creating collaborative relationships that benefit both partners and allow them to accomplish more together than they could accomplish alone.

Strategic Objectives

- A resource base augmented through partnerships that support strategic priorities
- Recognition of the University as a leader in outreach and a prime partner in collaborative efforts which enhance the welfare of the service area
- Promotion of collaborative relationships as a means of achieving better results

Action Steps

- **Acquire the financial resources** that will be Georgia Southern University's foundation for success. Begin a capital campaign that will culminate in the University's Centennial Celebration. Enhance the University's image and visibility to create a favorable climate for increasing external support. Broaden support base to include national and international organizations with mutual interests.
- **Create a culture of service** on campus. Continually refine assessment of institutional and service area needs. Stimulate and coordinate service, research, and outreach relevant to service area problems and publics. Provide readily accessible information to external clients and the public seeking assistance from the University. Develop advisory boards with private and public constituents for programs. Systematically organize and sponsor institutional efforts to introduce campus faculty, staff, and administrators to people and places in the service area.
- **Empower every unit** to explore partnership opportunities internally, among campus units, and externally through constituent relationships and collaborative alliances. Develop a priority list of service initiatives for each year and a plan for partnership participation while encouraging entrepreneurial initiative and retaining the flexibility to capitalize on unforeseen opportunity. Calculate the cost-benefit advantage of prospective partnerships before University resources are committed, and reward faculty and staff initiative that results in high-benefit endeavors. Showcase successful partnerships as models.

. Physical Environment

The physical setting frames the campus academically and environmentally. Furthermore, it acknowledges the contribution of the physical campus to the environment of teaching, learning, scholarship, and engagement. The physical environment encompasses all of the facilities, infrastructure, and land areas that support and enhance the educational, recreational, residential, and environmental aspects of the University. It includes scheduling and building use, maintenance, traffic flow, safety, and the placement of new campus facilities.

Georgia Southern University will develop and maintain a campus that is functional and beautiful and that celebrates the natural environment of the coastal plain. Facilitating a campus culture of academic distinction should be a goal in all plans that involve the physical environment.

Strategic Objectives

- An environment that promotes and supports academic achievement and personal growth and engagement, while reflecting the values, traditions and heritage of the University
- A campus sensitive to ecologically and environmentally sustainable design, construction, and operational practices respectful of the natural habitats of the coastal plain
- A safe, comfortable, and healthful environment for those involved in the University experience
- A campus environment that invites others to the University and its programs, and provides access to on-campus facilities and events

Action Steps

- **Ensure that new construction and renovation projects** meet present needs, accommodate future growth, are adaptable for multiple teaching and learning methodologies and technologies, and observe University guidelines for architecture and environment.
- **Enhance the beauty and utility of the campus** through thoughtful landscaping including appropriate emphasis on the southeastern coastal plain environment.
- **Enhance the residential nature of the University.** Continue to maintain a safe and secure campus, facilitate pedestrian and bicycle pathways, and provide commuters with adequate access to perimeter parking. Develop new residence halls, and renovate older residence halls on campus.
- **Acquire adjacent properties** for campus expansion while developing and beautifying the campus perimeter in conjunction with the community.
- **Provide a primary on-campus point of first contact** that facilitates both physical and electronic access to campus resources and events for students, parents, visitors, alumni, and community.
- **Plan and budget for regular maintenance of facilities** and for reducing deferred maintenance.

Levels of Planning, Program Analysis, and Timeline

The preparation of a strategic plan is generally accomplished in three levels of planning. **Level I was the creation of an institutional strategic plan.** The SPC produced a rough draft of the Level I plan during Fall Semester 1999. In December 1999 and January 2000, the SPC gathered feedback regarding the draft of the Level I plan. Revisions were based upon this feedback and were included in the revision of March 2000. Once the Level I plan was completed, the development of Level II plans was initiated and completed in 2002.

Level II was the creation of University-wide functional plans that made the Level I plan operational. This included the following plans: academic, financial, facilities, enrollment management, human resources development, organization, marketing-communications, and technology-information resources. In addition, key unit plans for technology and information resources, marketing and communication, and enrollment management were prepared at this stage. A new Level II Plan, the Quality Enhancement Plan, was added in the revision of 2004 as a core component of the SACS Reaffirmation Process. The Quality Enhancement Plan, *Advancing the Culture of Engagement*, touches all aspects of the Georgia Southern Experience and all future Level III plans will reflect its influence.

Program analysis/review is essential for the development of divisional implementation plans. Program analysis/review as defined for the strategic planning process focused upon the systematic examination of a program to assess its relative value in terms of viability, productivity, and quality. The President appointed administrators from the various vice presidential divisions to develop and implement program analysis/review procedures for their respective divisions. The procedures were administered within each division and with assistance from the SPC. Results of the program analysis/review were disseminated to campus.

Level III was the creation of implementation plans for academic units and administrative support units. These plans were initiated during academic year 2000-2001 and completed 2002-2003.

All plans prepared as components of Level II are submitted to the Strategic Planning Council for review in terms of compatibility with the Level I Strategic Plan. All Levels will be reviewed and updated on a yearly basis as indicated in the chart below:

Annual Strategic Planning Process Timeline

Georgia Southern University

Approved by President's Cabinet, September 2003

<u>Phase I: January-April</u> SWOT Analysis & Level I Plan Review	January-February <u>Step 1</u> SPC engages campus (Faculty Senate, SGA, PAC, etc) in university-wide SWOT analysis and review of Level I Plan. March-April <u>Step 2</u> SPC guides revision/update of Level I Plan and presents draft to PC.
<u>Phase II: May-June</u> Review, Revision and Approval of new Level I Plan	May-June <u>Step 3</u> PC guides Level I review within university areas. <u>Step 4</u> PC makes final revision and shares with all university areas. PC sets Fall meeting dates.
<u>Phase III: July-September</u> Sharing of Level I Plan and Revision of Level II Plans	July-September <u>Step 5</u> President meets with SPC to discuss Level I Plan and new strategic initiatives. <u>Step 6</u> VPs hold individual meetings with SPC to discuss new Level I Plan/strategic initiatives and to review progress related to Level II goals. <u>Step 7</u> VPs guide revisions/updates to Level II Plans.
<u>Phase IV: September-December</u> Revision of Level III Plans	September-December <u>Step 8</u> VPs guide revisions/updates to Level III Plans.

Conclusion

Through the dedicated efforts of many individuals, Georgia Southern University has reached a level of academic quality within striking distance of the top tier of America's public comprehensive universities. We are poised to advance to the next level of excellence. The Level I strategic plan continues to set a bold agenda to negotiate this journey. If the plan is to be fulfilled, it must continue to be endorsed and implemented by the entire University community. Moreover, Levels II and III are providing the implementation strategies and tactics to achieve the ambitious agenda presented in Level I. Economic realities necessitate a systematic plan so that units and individuals can focus their efforts on programs and services that "fit" the destination of our vision. Georgia Southern University must not be content with where we are and how things were done in the past. We must be willing to shift resources to units and programs where they will serve their highest and best use. This will not be an easy task; however, if we are to be a nationally recognized comprehensive university, it must be done.

This document describes not only a destination, but also a process. As conditions change in the internal and external environments, and as Georgia Southern University advances in its journey, the strategic plan must stay on the leading edge of progress. In this sense, the plan will never be complete or final, and the Strategic Planning Council is charged with the responsibility to revise the plan annually as needed. The SPC coordinates and facilitates the campus-wide planning process and specifically guides the University community on strategic emphases for specified planning horizons. As an example of its living, evolving nature, in 2004 the Quality Enhancement Plan was added to the mix of Level II Plans. Such changes, refinements, and improvements are to be expected each year.

While all six strategic themes are important, collectively, we must place priority on the pursuit of academic distinction. The planning process offers a role for everyone to play in helping move Georgia Southern University to the next level of excellence. The SPC invites all members of the University community to join that journey to greatness.

Levels of Planning

